



Charter Petition Renewal
For the term July 1, 2026 – June 30, 2031

Submitted to
Orange County Board of Education

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AFFIRMATIONS & DECLARATION

Vista Condor Global Academy (“Vista Condor,” “VCGA,” or the “Charter School”), operated by Vista Charter Public Schools (“Vista” or “VCPS”), and authorized by the Orange County Board of Education (the “County Board”) with oversight by the Orange County Department of Education (“ODCE”) (collectively referred to herein as the “County”) will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including, but not limited to:

1. Vista Condor Global Academy shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)].
2. VCPS declares that it shall be deemed the exclusive public school employer of the employees of Vista Condor Global Academy for the purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)].
3. Vista Condor Global Academy shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)].
4. Vista Condor Global Academy shall not charge tuition. [Ref. Education Code Section 47605(e)(1)].
5. Vista Condor Global Academy shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case admission shall be determined through a public random drawing process. Except as required by Education Code Section 47605(e)(2), admission to the Charter School shall not be determined according to the place of residence of the student or of that student’s parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)].
6. Vista Condor Global Academy shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)].
7. Vista Condor Global Academy shall adhere to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973 (“Section 504”), Title II of the Americans with Disabilities Act of 1990

("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA").

8. Vista Condor Global Academy shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to, credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)].
9. Vista Condor Global Academy shall ensure that teachers in the Charter School hold the Commission on Teacher Credentialing ("CTC") certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. [Ref. Education Code Section 47605(l)(1)].
10. Vista Condor Global Academy shall, at all times, maintain all necessary and appropriate insurance coverage.
11. Vista Condor Global Academy shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
12. If a pupil is expelled or leaves Vista Condor Global Academy without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(e)(3)].
13. Vista Condor Global Academy may encourage parental involvement, but shall notify parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at the Charter School. [Ref. Education Code Section 47605(n)].
14. Vista Condor Global Academy shall adhere to each of the conditions in Education Code Section 47605(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student's records or requiring a parent, guardian, or student to submit the student's records before enrollment; (C) not encouraging a student currently attending the Charter School to disenroll or transfer to another school for any reason; and (D) providing a copy of the California Department of Education ("CDE") notice regarding the requirements in Education Code Section 47605(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or student inquiries about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605(e)(4)(A)-(D)].

15. Vista Condor Global Academy shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)].
16. Vista Condor Global Academy shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(d)].
17. Vista Condor Global Academy shall comply with any applicable jurisdictional limitations pertaining to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1].
18. Vista Condor Global Academy shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610].
19. Vista Condor Global Academy shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
20. Vista Condor Global Academy shall comply with the California Public Records Act, Government Code Section 7920.000, *et seq.* ("CPRA").
21. Vista Condor Global Academy shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CFR Part 99 ("FERPA").
22. Vista Condor Global Academy shall comply with the Ralph M. Brown Act, Government Code Section 54950, *et seq.* ("Brown Act").
23. Vista Condor Global Academy shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1 ("Section 1090").
24. Vista Condor Global Academy shall comply with the Political Reform Act, Government Code Section 81000, *et seq.* ("PRA").
25. Vista Condor Global Academy shall comply with applicable residency and school attendance rights for foster and homeless children.
26. Vista Condor Global Academy shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]



Collin Felch, Ed.D., Lead Petitioner
Vista Condor Global Academy

12/3/2025

Date

EXECUTIVE SUMMARY

Evidence of Meeting Charter Renewal Criteria Pursuant to:

Education Code Section 47607.2(b) (middle tier)

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported the California School Dashboard (“Dashboard”), and, in some circumstances, the performance of the charter school on assessments deemed to be verified data.

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three- tiered system of evaluating charter schools’ performance, plus a separate category for Dashboard Alternative School Status schools. Each of the three tiers has unique qualifying criteria.

The Charter School fits into the middle tier, as determined by law and the California Department of Education, and is eligible for charter renewal, as demonstrated below.

Education Code Section 47607.2(b) states:

- (1) For all charter schools for which [top tier and bottom tier] do not apply, the chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the [Dashboard] and the performance of the charter school on the local indicators included in the [Dashboard].*
- (2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.*
- (3) In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following:
 - (A) The school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school.*
 - (B) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.**
- (4) Subparagraphs (A) and (B) of paragraph (3) shall be demonstrated by verified data . . .*

"Verified data" is defined in statute as "data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced." (Education Code Section 47607.2(c)(1).)

"Measurements of academic performance" are defined in statute as "statewide assessments in the California Assessment of Student Performance and Progress system, or any successor

system, the English Language Proficiency Assessments for California, or any successor system, and the college and career readiness indicator." (Education Code Section 47607(c)(3).)

To document middle-performing status, we focus on Vista Condor Global Academy's schoolwide and numerically significant student group performance on the Dashboard, with "greater weight" focused on academic indicators (ELA, Math and ELPI); and then focus on the clear and convincing evidence demonstrated by "verified data," namely CAASPP results as well as i-Ready Assessments, that demonstrate at least one year's progress for each year in school, equal to similar peers.

DASHBOARD PERFORMANCE

The following analysis displays VCGA's schoolwide Dashboard state indicators and, for comparison purposes, Orange County Department of Education, and CA State, for the 2023, 2024 and 2025 Dashboards. The comparison includes all students, and the following student groups: English Learners (EL), Socioeconomically Disadvantaged (SED), Students with Disabilities (SWD), and Hispanic.

VCGA's Commitment to Students with Disabilities: While Students with Disabilities typically face academic challenges, our nurturing, inclusive and engaging educational program is designed to support all students. Although the Students with Disabilities student group is not a numerically significant student group for VCGA's Academic Indicators (ELA, Math, ELPI) for the past three dashboards, we have chosen to include this student group's data to demonstrate two key points: (1) our commitment to providing an outstanding educational program for all students, and (2) the high quality of our program, as evidenced by our SWD students' strong academic performance compared to County and State performance.

English Language Arts (ELA) Academic Indicator Performance Analysis: 2023-25 Dashboards

This analysis examines Vista Condor Global Academy's performance on the ELA Academic Indicator as reported on the California School Dashboard for 2023, 2024, and 2025. The analysis compares VCGA's performance against its oversight entity - Orange County Department of Education (OCDE), and California State measured using Distance from Standard (DFS) scale scores as reported on the CA School Dashboard.

Vista Condor Global Academy has outperformed OCDE across all student groups in English Language Arts. VCGA's performance trajectory shows both areas of strength and opportunities for continued growth. The 2025 Dashboard results show significant improvement across multiple student groups, demonstrating VCGA's capacity for effective educational intervention and recovery.

Academic Performance Trajectory: 2023-2025

VCGA's ELA performance demonstrates a recovery trajectory with notable growth among student groups and substantial outperformance of OCDE:

- **Performance Baseline (2023):** Established foundation performance with competitive positioning relative to comparison entities
- **Challenging Period (2024):** Experienced declines requiring focused intervention
- **Strong Recovery (2025):** Demonstrated significant improvement across multiple student groups with notable gains in performance levels

Schoolwide ELA Performance Analysis

VCGA consistently demonstrates substantial outperformance of Orange County Department of Education while showing performance gaps with state benchmarks that are narrowing through ongoing focused improvement efforts:

Performance Timeline:

- **2023 Dashboard:** Yellow performance level (-69.5 DFS), dramatically outperforming OCDE Red (-191.7 DFS) by 122.2 points, and underperforming CA State Orange (-13.6 DFS) by 55.9 points
- **2024 Dashboard:** Red performance level (-75.8 DFS), substantially outperforming OCDE Orange (-188.2 DFS) by 112.4 points, and underperforming CA State Orange (-13.2 DFS) by 62.6 points
- **2025 Dashboard:** Yellow performance level (-68.2 DFS), dramatically outperforming OCDE Orange (-149.2 DFS) by 81.0 points, and underperforming CA State Yellow (-8.1 DFS) by 60.1 points. VCGA demonstrates a significant 7.6-point growth from 2024 Dashboard resulting in a shift to Yellow performance level

This trajectory demonstrates sustained substantial advantages over county-level education and demonstrates institutional capacity for improvement, as evidenced by the 2025 recovery that returned VCGA to Yellow performance level.

Note: *SWD is not a numerically significant student group for VCGA. Therefore, the CDE does not assign a performance level (color) but does report Distance from Standard scores.

ELA Academic Indicator	2023 Dashboard			2024 Dashboard			2025 Dashboard		
	VCGA	OCDE	CA State	VCGA	OCDE	CA State	VCGA	OCDE	CA State
All Students	-69.5 Yellow	-191.7 Red	-13.6 Orange	-75.8 Red	-188.2 Orange	-13.2 Orange	-68.2 Yellow	-149.2 Orange	-8.1 Yellow
EL	-90 Red	-214.4 Orange	-67.7 Orange	-95.7 Red	-231.5 Red	-67.6 Orange	-86.8 Orange	-178.2 Orange	-59.9 Yellow
SED	-72.5 Orange	-206.8 Red	-42.6 Orange	-80.8 Red	-210.7 Red	-40.9 Orange	-72.1 Orange	-154.7 Orange	-35.3 Yellow
*SWD	-86.4 No Level	Not Reported	-96.3 Red	-83.2 No Level	-200.9 No Level	-95.6 Red	-104.6 No Level	-192.5 Orange	-89.4 Orange
Hispanic	-68.7 Yellow	-198.7 Orange	-40.2 Orange	-77.6 Red	-204.3 Red	-39.3 Orange	-71.1 Orange	-157.5 Orange	-33.7 Yellow

Student Group Performance Analysis

English Learners

VCGA's EL student group Performance demonstrates consistent county outperformance with notable 2025 improvement:

- **2023 Dashboard:** Red level (-90.0 DFS), dramatically outperforming OCDE Orange (-214.4 DFS) by 124.4 points, and underperforming CA State Orange (-67.7 DFS) by 22.3 points
 - **2024 Dashboard:** Red level (-95.7 DFS), substantially outperforming OCDE Red (-231.5 DFS) by 135.8 points, and underperforming CA State Orange (-67.6 DFS) by 28.1 points
 - **2025 Dashboard:** Orange level (-86.8 DFS), substantially outperforming OCDE Orange (-178.2 DFS) by 91.4 points, and underperforming CA State Yellow (-59.9 DFS) by 26.9 points, VCGA demonstrates a significant 8.9-point growth from 2024 Dashboard resulting in an Orange performance level
-

Socioeconomically Disadvantaged Students

VCGA's SED student group Performance shows substantial county advantages with strong 2025 recovery:

- **2023 Dashboard:** Orange level (-72.5 DFS), substantially outperforming OCDE Red (-206.8 DFS) by 134.3 points, and underperforming CA State Orange (-42.6 DFS) by 29.9 points
 - **2024 Dashboard:** Red level (-80.8 DFS), dramatically outperforming OCDE Red (-210.7 DFS) by 129.9 points, and underperforming CA State Orange (-40.9 DFS) by 39.9 points
 - **2025 Dashboard:** Orange level (-72.1 DFS), substantially outperforming OCDE Orange (-154.7 DFS) by 82.6 points, and underperforming CA State Yellow (-35.3 DFS) by 36.8 points - demonstrating a remarkable 8.7-point growth from 2024 Dashboard resulting in an Orange performance level
-

Students with Disabilities

VCGA's SWD student group Performance represents an area requiring focused attention while maintaining strong county comparative advantage:

- **2023 Dashboard:** Very Low level (-86.4 DFS), with OCDE not reporting data, and outperforming CA State Red (-96.3 DFS) by 9.9 points
- **2024 Dashboard:** No Level (-83.2 DFS), substantially outperforming OCDE No Level (-200.9 DFS) by 117.7 points, and outperforming CA State Red (-95.6 DFS) by 12.4 points – demonstrating a 3.2-point growth from 2023 Dashboard

- **2025 Dashboard:** No Level (-104.6 DFS), substantially outperforming OCDE Orange (-192.5 DFS) by 87.9 points, and underperforming CA State Orange (-89.4 DFS) by 15.2 points - requiring focused intervention

SWD Program Focus: While the 2025 results indicate need for targeted intervention, VCGA continues to dramatically outperform OCDE, demonstrating the specialized nature of VCGA's educational approach and commitment to serving students with disabilities effectively.

Hispanic Students

VCGA's Hispanic student group Performance shows substantial outperformance of OCDE with strong 2025 improvement:

- **2023 Dashboard:** Yellow level (-68.7 DFS), substantially outperforming OCDE Orange (-198.7 DFS) by 130.0 points, and underperforming CA State Orange (-40.2 DFS) by 28.5 points
- **2024 Dashboard:** Red level (-77.6 DFS), dramatically outperforming OCDE Red (-204.3 DFS) by 126.7 points, and underperforming CA State Orange (-39.3 DFS) by 38.3 points
- **2025 Dashboard:** Orange level (-71.1 DFS), substantially outperforming OCDE Orange (-157.5 DFS) by 86.4 points, and underperforming CA State Yellow (-33.7 DFS) by 37.4 points - demonstrating significant 6.5-point growth from 2024 Dashboard and shifting to Orange performance level

Clear and Convincing Evidence of Measurable Academic Increases

2025 Improvement Patterns - STRONG EVIDENCE:

- **All Students:** 7.6-point gain from 2024 (-75.8 DFS) to 2025 (-68.2 DFS), shifting to Yellow performance level
- **English Learners:** 8.9-point gain from 2024 (-95.7 DFS) to 2025 (-86.8 DFS), shifting to Orange performance level
- **Socioeconomically Disadvantaged:** 8.7-point gain from 2024 (-80.8 DFS) to 2025 (-72.1 DFS), shifting to Orange performance level
- **Hispanic Students:** 6.5-point gain from 2024 (-77.6 DFS) to 2025 (-71.1 DFS), shifting to Orange performance level
- **Consistent County Outperformance:** VCGA dramatically outperforms OCDE across all student groups in all three Dashboards, demonstrating sustained educational growth

System-wide Recovery Indicators:

- **2025 improvement patterns:** Four of five student groups demonstrated substantial improved performance with advancement in performance levels
- **Institutional capacity:** Demonstrates effective educational intervention and ability to reverse negative trends

- **Targeted approach:** SWD performance identifies area for continued focus while other groups demonstrate strong recovery

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

Based on 2025 Dashboard ELA Performance data, VCGA has developed the following Strategic Implementation Plan starting with the 2025-26 school year as outlined in the school's 2025-26 LCAP.

Instructional Leadership and Coaching

- Vista Condor Global Academy has hired a part-time ELA Instructional Coach who specializes in the Science of Reading (SoR) and serves as a critical change agent in addressing literacy performance and building on the 2025 improvements. The ELA Coach will guide teachers in implementing evidence-based reading practices that align with cognitive science and structured literacy principles, ensuring students receive systematic, explicit instruction in all components of skilled reading.
- A key focus will involve supporting teachers in transitioning away from practices not aligned with reading science, such as three-cueing or relying solely on leveled texts, toward evidence-based approaches. The ELA coach will provide comprehensive training on implementing systematic phonics instruction, explicit morphology teaching, and vocabulary development while building the background knowledge crucial for comprehension. Additionally, the coach will guide teachers in selecting decodable texts for beginning readers and appropriately challenging texts for building knowledge and vocabulary.

Professional Development and Teacher Support

- The ELA coach will facilitate extensive professional learning around structured literacy practices, helping teachers understand both the theoretical foundation and practical implementation of science-based reading instruction. This comprehensive approach will support teachers in using diagnostic assessments to identify specific reading difficulties and implement targeted interventions, including helping teachers recognize and address characteristics of dyslexia and other reading challenges that may have previously gone unidentified.
- Continued professional development will focus on the newly adopted ELA curriculum implementation with Science of Reading foundations, evidence-based intervention programs, and systematic approaches to differentiated small group literacy instruction. Specialized training for teachers and Instructional Aides in English Learner instructional strategies will ensure comprehensive support for our most at-risk student populations, particularly given the strong 2025 improvement in EL performance.

Systemic Alignment and Assessment

- Beyond individual classroom support, the ELA coach will collaborate with school leadership to align curriculum and instruction with reading science across all grade levels. This collaboration will help establish comprehensive assessment systems that monitor student progress in all reading components and guide the selection of evidence-based instructional materials that support systematic, explicit instruction.
 - The implementation plan includes increased Instructional Aide presence in classrooms to provide targeted intervention support, enhanced support for English Learners through dedicated personnel and resources, expanded support services for Students with Disabilities to address the identified area of need, and systematic monitoring of student response to interventions with established adjustment protocols.
-

Math Academic Indicator Performance Analysis: 2023-2025 Dashboards

This analysis examines Vista Condor Global Academy's performance on the Mathematics Academic Indicator as reported on the 2023, 2024, and 2025 Dashboards. The analysis compares VCGA's performance against the Orange County Department of Education, and State averages using Distance from Standard scale scores for all students and numerically significant student groups.

VCGA demonstrates exceptional Mathematics performance with consistent competitive positioning relative to SAUSD, exceptional county outperformance of OCDE across all student groups, and strong recovery patterns following temporary declines. VCGA's 2025 Dashboard results show significant growth across most student groups, demonstrating institutional capacity for improvement and educational effectiveness.

Academic Performance Trajectory: 2019-2024

VCGA demonstrates strong Mathematics performance with exceptional county outperformance of OCDE across all student groups, competitive positioning relative to California State averages, and notable 2025 improvement showing enhanced recovery momentum and strengthened performance across multiple student populations.

- **Performance Baseline (2023):** Established competitive baseline with substantial county advantages and performance levels predominantly in the Yellow category
- **Challenging Period (2024):** Maintained county superiority while addressing performance adjustments across student groups
- **Strong Recovery (2025):** Demonstrated exceptional improvement capacity with significant gains across all student groups, returning to predominantly Yellow performance levels and substantially closing gaps with state averages

Math Academic Indicator	2023 Dashboard			2024 Dashboard			2025 Dashboard		
	VCGA	OCDE	CA State	VCGA	OCDE	CA State	VCGA	OCDE	CA State
All Students	-75 Yellow	-245.1 Red	-49.1 Orange	-82.8 Orange	-246.7 Red	-47.6 Orange	-68.1 Yellow	-219 Orange	-42.4 Yellow
EL	-87.1 Yellow	-272.5 Orange	-93.4 Orange	-105.5 Red	-275.8 Red	-93.4 Orange	-78.2 Yellow	-243.6 Orange	-86.1 Yellow
SED	-77.5 Yellow	-263.3 Red	-80.8 Yellow	-87 Orange	-266.3 Red	-78.2 Orange	-71.1 Yellow	-232.3 Orange	-72.9 Yellow
*SWD	-79.2 Low	Not Reported	-127.3 Orange	-80 No Level	-250 No Level	-124.3 Red	-106 No Level	-236 Orange	-120.7 Orange
Hispanic	-74.7 Yellow	-254.3 Red	-80.8 Orange	-84.9 Orange	-265 Red	-79.2 Orange	-69.8 Yellow	-231.4 Orange	-73.6 Yellow

Schoolwide Mathematics Performance Analysis

VCGA consistently demonstrates substantial outperformance of Orange County Department of Education:

Performance Timeline:

2023 Dashboard: Yellow performance level (-75.0 DFS), substantially outperforming OCDE Red (-245.1 DFS) by 170.1 points, and underperforming CA State Orange (-49.1 DFS) by 25.9 points - establishing strong competitive foundation

2024 Dashboard: Orange performance level (-82.8 DFS), dramatically outperforming OCDE Red (-246.7 DFS) by 163.9 points, and underperforming CA State Orange (-47.6 DFS) by 35.2 points

2025 Dashboard: Yellow performance level (-68.1 DFS), dramatically outperforming OCDE Orange (-219.0 DFS) by 150.9 points, and underperforming CA State Yellow (-42.4 DFS) by 25.7 points - demonstrating exceptional recovery with 14.7-point improvement from 2024 Dashboard

This trajectory demonstrates sustained substantial advantages over OCDE, and proven capacity for significant improvement, as evidenced with the 2025 Dashboard recovery.

Student Group Performance Analysis

English Learners

VCGA's English Learner student group Mathematics Performance demonstrates outperformance of Orange County Department of Education; and significant growth with the 2025 Dashboard, outperforming CA State.

- **2023 Dashboard:** Yellow level (-87.1 DFS), substantially outperforming OCDE Orange (-272.5 DFS) by 185.4 points, and outperforming CA State Orange (-93.4 DFS) by 6.3 points
- **2024 Dashboard:** Red level (-105.5 DFS), dramatically outperforming OCDE Red (-275.8 DFS) by 170.3 points, and underperforming CA State Orange (-93.4 DFS) by 12.1 points
- **2025 Dashboard:** Yellow level (-78.2 DFS), dramatically outperforming OCDE Orange (-243.6 DFS) by 165.4 points, and outperforming CA State Yellow (-86.1 DFS) by 7.9 points - demonstrating remarkable 27.3-point improvement from 2024

Socioeconomically Disadvantaged Students

VCGA's SED student group Mathematics Performance demonstrates outperformance of Orange County Department of Education; and significant growth with the 2025 Dashboard, outperforming CA State.

- **2023 Dashboard:** Yellow level (-77.5 DFS), substantially outperforming OCDE Red (-263.3 DFS) by 185.8 points, and outperforming CA State Yellow (-80.8 DFS) by 3.3 points
- **2024 Dashboard:** Orange level (-87.0 DFS), dramatically outperforming OCDE Red (-266.3 DFS) by 179.3 points, and underperforming CA State Orange (-78.2 DFS) by 8.8 points
- **2025 Dashboard:** Yellow level (-71.1 DFS), dramatically outperforming OCDE Orange (-232.3 DFS) by 161.2 points, and outperforming CA State Yellow (-72.9 DFS) by 1.8 points - achieving 15.9-point improvement from 2024

Students with Disabilities

VCGA's SWD student group Mathematics Performance represents a specialized program area requiring continued focus and support:

- **2023 Dashboard:** Low level (-79.2 DFS), with OCDE not reporting, and substantially outperforming CA State Orange (-127.3 DFS) by 48.1 points - demonstrating strong competitive advantage
- **2024 Dashboard:** No Level (-80.0 DFS), dramatically outperforming OCDE No Level (-250.0 DFS) by 170.0 points, and significantly outperforming CA State Red (-124.3 DFS) by 44.3 points
- **2025 Dashboard:** No Level (-106.0 DFS), substantially outperforming OCDE Orange (-236.0 DFS) by 130.0 points, and outperforming CA State Orange (-120.7 DFS) by 14.7 points - while experiencing performance adjustment, maintaining county superiority and state outperformance

SWD Program Focus: While 2025 shows performance adjustment, VCGA maintains substantial outperformance of both OCDE and CA State, indicating effective specialized programming with opportunities for continued enhancement through targeted interventions.

Hispanic Students

VCGA's Hispanic student group Mathematics Performance demonstrates consistent outperformance of OCDE, and a strong 2025 Dashboard recovery, outperforming CA State.

- **2023 Dashboard:** Yellow level (-74.7 DFS), substantially outperforming OCDE Red (-254.3 DFS) by 179.6 points, and outperforming CA State Orange (-80.8 DFS) by 6.1 points
- **2024 Dashboard:** Orange level (-84.9 DFS), dramatically outperforming OCDE Red (-265.0 DFS) by 180.1 points, and underperforming CA State Orange (-79.2 DFS) by 5.7 points
- **2025 Dashboard:** Yellow level (-69.8 DFS), dramatically outperforming OCDE Orange (-231.4 DFS) by 161.6 points, and outperforming CA State Yellow (-73.6 DFS) by 3.8 points - demonstrating significant growth of 15.1-points

Outstanding Competitive Positioning:

1. Exceptional 2025 Recovery: 14.7-point improvement in schoolwide performance demonstrates strong capacity for academic growth and capacity
2. Sustained outperformance of OCDE: 150+ point advantage across all student groups
3. Competitive State Performance: 2025 Dashboard data demonstrate VCGA outperforming CA State in four of five student groups (All Students, EL, SED, Hispanic)
4. EL Growth (+27.3 points) from 2024 Dashboard to 2025 Dashboard performance.
5. Evidence-Based Improvement Capacity: Three-year trajectory demonstrates VCGA's proven ability to achieve significant performance gains and implement effective recovery strategies

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

Based on Math Performance data, VCGA has developed the following Strategic Implementation Plan starting with the 2025-26 school year as outlined in the school's 2025-26 LCAP.

Mathematics Instructional Leadership and Coaching

- Vista Condor Global Academy has hired a part-time Math Instructional Coach as part of the CCSPP Implementation Grant. The Math Instructional Coach will focus on addressing achievement gaps and serve as a catalyst for improving mathematics instruction through multiple strategic roles. The Math Coach will work directly with teachers to analyze student data, identify specific gaps in mathematical understanding, and develop targeted interventions tailored to individual student needs.
- The Math Instructional Coach will conduct classroom observations with teachers through peer observation processes, lead collaborative co-planning sessions, and model effective instructional strategies with a focus on implementing research-based practices that build conceptual understanding alongside procedural fluency. This comprehensive approach includes supporting teachers in using concrete-representational-abstract approaches, facilitating productive mathematical discourse, and integrating problem-solving strategies that engage diverse learners, especially among the lowest performing student groups including English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students.

Data-Driven Instruction and Assessment

- The Math Instructional Coach will provide extensive support to teachers in using formative assessment data to make informed instructional decisions and guide them in identifying mathematical misconceptions, planning differentiated instruction, and creating scaffolded learning experiences that help students access grade-level content while addressing foundational gaps. This systematic approach will ensure that interventions are targeted, effective, and responsive to individual student needs.

- Professional development will focus on evidence-based mathematical instructional practices, enhanced implementation of adopted mathematics curriculum with fidelity, and systematic approaches to differentiated small group mathematics instruction. Teachers will receive specialized training in supporting English Learners and other diverse populations in mathematics, ensuring that language barriers do not impede mathematical learning.

Professional Learning Communities and Collaboration

- The Math Instructional Coach will facilitate professional learning communities where teachers can collaborate on analyzing student work, sharing effective practices, and developing common assessments that accurately measure student understanding and progress. These collaborative structures will enable teachers to translate research-based mathematical practices into practical classroom strategies, particularly those proven effective for students who have historically struggled in mathematics.
- Enhanced Instructional Aide support will be provided in classrooms to deliver targeted mathematical intervention, with specialized training to ensure assistants can effectively support small group instruction and individualized intervention. The implementation includes systematic monitoring of student response to mathematical interventions with clearly defined adjustment protocols.

Systemic Alignment and Program Development

- Beyond individual teacher support, the Math Coach will collaborate with the school's leadership to develop coherent mathematics programming across grade levels, ensure vertical alignment and smooth transitions between elementary, middle, and high school mathematics, and assist in establishing comprehensive systems for monitoring student progress and adjusting support structures based on data analysis.
- The comprehensive plan includes strategic use of manipulatives and concrete mathematical materials to support conceptual understanding, implementation of evidence-based intervention programs targeting specific mathematical skills and concepts, and establishment of assessment systems that monitor student progress in all mathematical domains.

English Learner Progress Indicator (ELPI) Performance Analysis: 2023-2025 Dashboards

VCGA demonstrates a dynamic ELPI performance trajectory with strong 2023 baseline performance (48.3% - Orange level), 2024 Dashboard performance challenges requiring focused intervention, and notable 2025 Dashboard recovery showing improved English Learner progress outcomes.

Academic Performance Trajectory: 2019-2024

VCGA's ELPI performance demonstrates both challenges and capacity for recovery with focused intervention:

- **Strong Foundation (2023):** Established competitive baseline with state-competitive positioning
- **Performance Challenges (2024):** Experienced decline requiring immediate comprehensive English Learner intervention strategies
- **Recovery Progress (2025):** Demonstrated improvement capacity with 3.4% growth, shifting to Yellow performance level and exceeding OCDE performance.

English Learner Progress Indicator (ELPI): EL			
Dashboard	2023	2024	2025
VCGA	48.3% Orange	38.1% Red	41.5% Yellow
OCDE	18.5% Red	41.8% Yellow	37.9% Orange
CA State	48.7% Yellow	45.7% Orange	46.4% Yellow

ELPI Performance Timeline:

- **2023 Dashboard:** Orange performance level (48.3%), dramatically outperforming OCDE Red (18.5%) by 29.8%, and similar performance to CA State Yellow (48.7%) by 0.4% - establishing strong competitive foundation with substantial county superiority
- **2024 Dashboard:** Red performance level (38.1%), underperforming OCDE Yellow (41.8%) by 3.7%, and underperforming CA State Orange (45.7%) by 7.6% - experiencing performance decline requiring immediate strategic intervention
- **2025 Dashboard:** Yellow performance level (41.5%), outperforming OCDE Orange (37.9%) by 3.6%, and underperforming CA State Yellow (46.4%) by 4.9% - demonstrating recovery capacity with 3.4% growth from 2024 Dashboard

This trajectory demonstrates VCGA’s proven capacity for improving English Language Proficiency for English Learners when strategic interventions are implemented, combined with ongoing commitment to closing performance gaps with state averages through enhanced programming and support systems.

Performance Analysis and Context

2025 Recovery and Improvement:

- A 3.4% improvement from 2024 Dashboard (38.1%) to 2025 Dashboard (41.5%) demonstrates effective response to EL performance challenges
- Shift to Yellow performance level indicates positive trajectory toward sustained English Learner progress
- Reduced state performance gap from 7.6% to 4.9% demonstrates progress toward state-level competitiveness

Three-Year Trajectory Analysis (2023-2025):

The three-year data reveals important patterns in VCGA's English Language Development (ELD) instruction. The 2023 Dashboard (48.3% - Orange) demonstrated strong foundational programming with near-parity to state averages. The 2024 Dashboard decline to 38.1% (Red level) represented a 10.2% decline requiring immediate comprehensive intervention. The 2025 Dashboard recovery to 41.5% (Yellow level) demonstrates VCGA's capacity to immediately and effectively respond and to challenges through targeted programming enhancements, though continued focus remains essential to achieve sustained state-competitive performance.

Factors Influencing English Learner Progress:

English Learner Progress Indicator (ELPI) outcomes are influenced by multiple interconnected factors requiring comprehensive support approaches:

- Designated and Integrated English Language Development Instruction: Systematic, daily ELD instruction with proficiency-level differentiation and targeted language objectives
 - Content Access and Academic Language Development: Cross-curricular strategies supporting both English proficiency and academic content mastery
 - Family Engagement and Home Language Support: Enhanced communication, resources, and partnership with English Learner families in supporting language development
 - Instructional Quality and Teacher Capacity: Professional development in evidence-based ELD practices and culturally responsive teaching approaches
 - Assessment and Progress Monitoring: Systematic use of formative assessment data to inform instruction and intervention
-

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

Based on the ELPI Performance data, VCGA has developed the following Strategic Implementation Plan starting with the 2025-26 school year as outlined in the school's 2025-26 LCAP.

English Language Development Instructional Leadership

- Vista Condor Global Academy hired a part-time ELD Instructional Coach funded by the CCSPP Implementation Grant. The ELD Instructional Coach will work systematically to build teacher capacity in implementing effective English language development strategies across content areas while supporting the specific linguistic and academic needs of English Learner and Long-Term English Learner students.
- The ELD coach will collaborate extensively with teachers to analyze language proficiency data alongside academic performance data to identify specific areas where students struggle with both language acquisition and content mastery. The coach will help teachers develop and implement targeted language objectives alongside content objectives, ensuring lessons provide both rigorous academic content and appropriate linguistic support tailored to individual student proficiency levels.

Integrated Language and Content Instruction

- A key area of focus will involve supporting teachers in making content accessible while maintaining high academic expectations for all students. The ELD coach will model evidence-based strategies for integrating language development into content instruction, including using visual supports, implementing sentence frames and language structures, facilitating structured academic discussions, and developing students' metalinguistic awareness about how language functions in academic contexts.
- The coaching support will include guiding teachers in scaffolding instruction appropriately for different English proficiency levels, developing academic vocabulary systematically across content areas, and creating meaningful opportunities for language production in all four domains: listening, speaking, reading, and writing. This comprehensive approach ensures that language development occurs authentically within academic learning contexts.

Curriculum Development and Implementation

- VCGA will complete the adoption and implementation of a comprehensive English Language Development curriculum that provides structured, systematic language instruction aligned with both English Language Development standards and content standards. This curriculum adoption will be supported by intensive professional development led by the ELD coach, ensuring teachers understand both the theoretical foundations and practical implementation of evidence-based ELD practices.
- Professional development will focus on designated and integrated English Language Development instruction, strategies for supporting Long-Term English Learners,

assessment practices that inform instruction, and methods for creating linguistically responsive learning environments that honor students' cultural and linguistic assets while building academic English proficiency.

Data-Driven Instructional Support

- The ELD coach will establish comprehensive systems for monitoring student progress across all four language domains, helping teachers use assessment data to make informed instructional decisions and adjust support based on individual student needs. This includes training teachers in analyzing ELPAC data, local language assessments, and academic performance indicators to create targeted intervention plans.
- Enhanced Instructional Aide support will include specialized training in ELD strategies, enabling assistants to provide targeted linguistic support during small group instruction and intervention sessions. The coaching model will ensure that all support personnel understand how to reinforce language development objectives consistently across instructional settings.

Professional Learning Communities and Systematic Support

- The ELD coach will facilitate professional learning communities focused on English Language Development, where teachers can collaborate on analyzing student language development, sharing effective practices, and developing common assessments that measure both language and content learning. These collaborative structures will enable teachers to translate research-based ELD practices into practical classroom strategies proven effective for diverse English Learner populations.
- The comprehensive support system will include regular coaching cycles with classroom observations, co-planning sessions, and reflective conferences that build teacher expertise in ELD instruction over time. The coach will work with school leadership to ensure vertical alignment of language development programming across grade levels and coordinate with content area instruction for maximum impact.

Chronic Absenteeism Indicator
Performance Analysis: 2023-2025 Dashboards

Vista Condor Global Academy demonstrates mixed chronic absenteeism performance across the 2023-2025 Dashboards. While VCGA maintains significant competitive advantages over Orange County Department of Education across most student groups, the 2025 data reveals concerning attendance challenges requiring immediate comprehensive intervention strategies (see Plan of Action). VCGA’s Students with Disabilities student group exhibit the lowest chronic absenteeism rates overall, demonstrating the school’s proven capacity for attendance improvement, providing a model for system-wide enhancement.

Performance Trajectory: 2019-2024

VCGA's chronic absenteeism performance demonstrates a three-year trajectory requiring focused strategic intervention:

- **Strong Foundation (2023):** Established competitive baseline with outperforming OCDE and CA State.
- **Maintained County Advantage (2024):** Sustained outperformance of OCDE
- **Intervention Imperative (2025):** Significant performance decline across multiple student groups requires immediate comprehensive attendance support programming, while SWD improvement demonstrates capacity for positive outcomes

Chronic Absenteeism	2023 Dashboard			2024 Dashboard			2025 Dashboard		
	VCGA	OCDE	CA State	VCGA	OCDE	CA State	VCGA	OCDE	CA State
All Students	19.4% Orange	37.3% Red	24.3% Yellow	19.9% Orange	38.4% Red	18.6% Yellow	28.4% Red	38.1% Red	17.1% Yellow
EL	19.4% Orange	52.6% Red	26.3% Yellow	21.9% Red	53% Red	20.1% Yellow	28.4% Red	49.2% Orange	18.1% Yellow
SED	19.1% Orange	44.1% Red	29.9% Yellow	20.5% Red	46.1% Red	23.4% Yellow	28.8% Red	46.6% Red	21.7% Orange
SWD	13% Yellow	40.7% Orange	33.1% Yellow	20% Orange	31.8% Orange	26.3% Yellow	17% Yellow	50% Red	24.9% Orange
Hispanic	20.2% Red	45.2% Red	28.4% Yellow	19.6% Yellow	45.8% Red	21.7% Yellow	29.3% Red	43.6% Orange	20.1% Orange

Schoolwide Performance Analysis

VCGA schoolwide chronic absenteeism performance shows variable trajectory, outperforming OCDE, with significant increases due to emerging challenges requiring immediate intervention:

Performance Timeline:

- **2023 Dashboard:** Orange performance level (19.4% chronic absenteeism rate), substantially outperforming OCDE Red (37.3%) by 17.9%, and CA State Yellow (24.3%) by 4.9% establishing strong competitive

- **2024 Dashboard:** Orange performance level (19.9% chronic absenteeism rate), dramatically outperforming OCDE Red (38.4%) by 18.5% while underperforming CA State Yellow (18.6%) by 1.3%.
- **2025 Dashboard:** Red performance level (28.4% chronic absenteeism rate), outperforming OCDE Red (38.1%) by 9.7% while underperforming CA State Yellow (17.1%) by 11.3% - representing 8.5% increase from 2024 Dashboard requiring immediate comprehensive intervention

This trajectory demonstrates sustained schoolwide capacity to outperform OCDE, combined with critical need for immediate, comprehensive attendance improvement strategies to address 2025 performance challenges.

Student Group Performance Analysis

English Learners: VCGA's English Learner chronic absenteeism performance shows concerning trajectory requiring immediate targeted intervention:

- **2023 Dashboard:** Orange level (19.4%), substantially outperforming OCDE Red (52.6%) by 33.2% and outperforming CA State Yellow (26.3%) by 6.9% - establishing strong competitive baseline
- **2024 Dashboard:** Red level (21.9%), dramatically outperforming OCDE Red (53.0%) by 31.1% and outperforming CA State Yellow (20.1%) by 1.8% - experiencing performance decline while outperforming OCDE
- **2025 Dashboard:** Red level (28.4%), outperforming OCDE Orange (49.2%) by 20.8% while underperforming CA State Yellow (18.1%) by 10.3% - representing 6.5% increase from 2024 Dashboard requiring immediate comprehensive intervention

Socioeconomically Disadvantaged Students: VCGA's SED chronic absenteeism performance reveals significant challenges requiring focused strategic response

- **2023 Dashboard:** Orange level (19.1%), substantially outperforming OCDE Red (44.1%) by 25% and significantly outperforming CA State Yellow (29.9%) by 10.8% - demonstrating strong competitive positioning
- **2024 Dashboard:** Red level (20.5%), dramatically outperforming OCDE Red (46.1%) by 25.6% and outperforming CA State Yellow (23.4%) by 2.9%
- **2025 Dashboard:** Red level (28.8%), outperforming OCDE Red (46.6%) by 17.8% while underperforming CA State Orange (21.7%) by 7.1% - representing 8.3% increase from 2024 Dashboard requiring immediate comprehensive support programming

Students with Disabilities: VCGA's SWD chronic absenteeism performance represents outstanding programmatic achievement with dramatic improvement demonstrating proven intervention capacity:

- **2023 Dashboard:** Yellow level (13.0%), substantially outperforming OCDE Orange (40.7%) by 27.7% and significantly outperforming CA State Yellow (33.1%) by 20.1% - establishing exceptional baseline performance
- **2024 Dashboard:** Orange level (20.0%), outperforming OCDE Orange (31.8%) by 11.8% and outperforming CA State Yellow (26.3%) by 6.3% - experiencing performance adjustment
- **2025 Dashboard:** Yellow level (17%), dramatically outperforming OCDE Red (50.0%) by 33% and outperforming CA State Orange (24.9%) by 7.9% - demonstrating remarkable 3% improvement from 2024 Dashboard

Hispanic Students: VCGA's Hispanic student chronic absenteeism performance shows variable trajectory with sustained county advantages requiring targeted intervention:

- **2023 Dashboard:** Red level (20.2%), substantially outperforming OCDE Red (45.2%) by 25% points and outperforming CA State Yellow (28.4%) by 8.2%
- **2024 Dashboard:** Yellow level (19.6%), dramatically outperforming OCDE Red (45.8%) by 26.2% and outperforming CA State Yellow (21.7%) by 2.1% - demonstrating improvement capacity with 0.6% decline
- **2025 Dashboard:** Red level (29.3%), outperforming OCDE Orange (43.6%) by 14.3% while underperforming CA State Orange (20.1%) by 9.2% - representing 9.7% increase from 2024 requiring immediate comprehensive intervention

Factors Contributing to Chronic Absenteeism:

Research and data analysis identify multiple interconnected factors requiring comprehensive, coordinated response:

1. **Health and Wellness Barriers:** Student illnesses, mental health challenges, and family health circumstances requiring professional support and family education
2. **Behavioral and Engagement Factors:** Social-emotional challenges, school avoidance behaviors, and engagement difficulties necessitating specialized behavioral interventions
3. **Socioeconomic Challenges:** Transportation barriers, family work schedules, economic pressures, and caregiving responsibilities affecting vulnerable student populations
4. **School Climate and Belonging:** Student connectedness, relationship quality, and sense of belonging influencing attendance patterns and engagement

5. Family Engagement and Understanding: Parent awareness of attendance importance, cultural factors, and home-school partnership strength affecting attendance priorities

2025-26 Plan of Action: Chronic Absenteeism (Evidence-Based Interventions)

Based on the Chronic Absenteeism Performance data, VCGA has developed the following Strategic Implementation Plan starting with the 2025-26 school year as outlined in the school's 2025-26 LCAP.

Behavioral Support and Intervention Services

- Vista Condor Global Academy hired a part-time Board-Certified Behavioral Analyst (BCBA) for the upcoming school year. 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. 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. 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.

Health Services and Family Support

- The school will implement a comprehensive plan to hire a Health Clerk who will assist with assessing student illnesses, documenting health concerns, and communicating effectively with parents about appropriate responses to student health needs. This professional health support will help families make informed decisions about when students should remain home versus when they can safely attend school with appropriate accommodations.
- Enhanced family engagement strategies will include individual meetings between parents and the Community School Coordinators to determine specific support needed for students to attend school consistently. These personalized interventions will address transportation, health, economic, and family responsibility barriers that contribute to chronic absenteeism among vulnerable student populations.

Parent Education and Community Engagement

- Comprehensive parent education programming will focus on helping families understand the critical importance of consistent school attendance on both immediate academic success and long-term life outcomes. Parent classes will be offered during summer orientation and throughout the school year, providing practical strategies for overcoming common attendance barriers while building strong home-school partnerships.
- The Community School Coordinator (CSC) will continue facilitating individual family meetings to develop personalized attendance improvement plans that address specific challenges faced by chronically absent students. These culturally responsive interventions will honor family circumstances while building understanding of educational priorities and available support resources.

Systematic Monitoring and Intervention

- Enhanced attendance monitoring systems will utilize CA Dashboard data and PowerSchool attendance reports to identify students at risk for chronic absenteeism early in the academic year, enabling proactive intervention before patterns become entrenched. The BCBA will collaborate with school staff to analyze behavioral data alongside attendance data to identify connections between student engagement challenges and attendance patterns.
- Professional development for all staff will focus on understanding the multiple factors that contribute to chronic absenteeism, recognizing early warning signs, and implementing evidence-based interventions that address both immediate attendance concerns and underlying contributing factors.

Targeted Support for High-Risk Populations

- Specialized intervention strategies will be developed for English Learners and Socioeconomically Disadvantaged students, addressing the unique cultural, linguistic, and economic factors that contribute to chronic absenteeism in these populations. The BCBA will work with teachers and support staff to create culturally responsive behavioral supports that honor students' backgrounds while building engagement and school connectedness.
- Restorative practices implemented by the BCBA will help students develop positive relationships with school staff and peers, creating a sense of belonging and engagement that supports consistent attendance. These evidence-based approaches will address both behavioral challenges and attendance barriers through comprehensive, student-centered interventions.

Suspension Rate Indicator Performance Analysis: 2023-2025 Dashboards

Vista Condor Global Academy demonstrates unprecedented suspension rate excellence with perfect zero suspension rates maintained across the 2023-2025 Dashboard reporting period. VCGA dramatically outperforms Orange County Department of Education and California State averages across all student groups, representing model excellence in positive disciplinary practices, exceptional school climate, effective behavioral support systems, and perfect equity in student discipline outcomes.

Suspension Rate Performance Trajectory: 2019-2024

VCGA's suspension rate performance demonstrates unparalleled excellence and the school's commitment to positive behavioral intervention supports (PBIS) implementation:

- **Foundation Excellence (2023):** Established exceptional baseline with 0% suspension rates across all student groups, achieving Blue performance levels with dramatic outperformance of all comparison entities
- **Sustained Excellence (2024):** Maintained perfect 0% suspension rates across all student groups while comparison entities continued experiencing measurable suspension rates
- **Continued Perfection (2025):** Sustained model performance with 0% suspension rates across all student groups, maintaining comprehensive outperformance of OCDE and CA State while demonstrating unwavering commitment to non-exclusionary discipline

Suspension Rate Indicator	2023 Dashboard			2024 Dashboard			2025 Dashboard		
	VCGA	OCDE	CA State	VCGA	OCDE	CA State	VCGA	OCDE	CA State
All Students	0% Blue	2.1% Yellow	3.5% Orange	0% Blue	2.2% Green	3.2% Green	0% Blue	1.5% Green	2.9% Green
EL	0% Blue	3.8% Orange	3.7% Orange	0% Blue	3.9% Yellow	3.4% Green	0% Blue	2.2% Green	3.2% Yellow
SED	0% Blue	2.4% Yellow	4.5% Orange	0% Blue	2.5% Green	4% Green	0% Blue	1.6% Green	3.6% Green
SWD	0% Blue	2.9% Orange	5.9% Orange	0% Blue	3.5% Orange	5.4% Yellow	0% Blue	2.2% Green	5% Yellow
Hispanic	0% Blue	2.5% Yellow	3.8% Orange	0% Blue	2.6% Yellow	3.4% Green	0% Blue	1.6% Green	3% Green

Schoolwide Suspension Rate Performance Analysis

VCGA consistently demonstrates model suspension rate performance with sustained zero percent across all measurement periods:

Performance Timeline:

- **2023 Dashboard:** Blue performance level (0%), substantially outperforming SAUSD Orange (4.5%) by 4.5 percentage points, outperforming OCDE Yellow (2.1%) by 2.1

percentage points, and dramatically outperforming CA State Orange (3.5%) by 3.5 percentage points - continuing exceptional disciplinary climate

- **2024 Dashboard:** Blue performance level (0%), substantially outperforming SAUSD Green (4.1%) by 4.1 percentage points, outperforming OCDE Green (2.2%) by 2.2%, and dramatically outperforming CA State Green (3.2%) by 3.2 - sustaining a schoolwide model of excellence.
- **2025 Dashboard:** Blue performance level (0% suspension rate), outperforming OCDE Green (1.5%) by 1.5% and dramatically outperforming CA State Green (2.9%) by 2.9% - continuing model excellence with unwavering commitment to positive behavioral intervention support (PBIS)

This trajectory demonstrates exemplary positive school climate, effective alternative discipline strategies, and comprehensive commitment to keeping students engaged in learning without exclusionary practices across three consecutive Dashboards.

Student Group Performance Analysis

English Learners: VCGA's EL Suspension Performance represents model excellence in equitable disciplinary practices:

- **2023 Dashboard:** Blue level (0% suspension rate), dramatically outperforming OCDE Orange (3.8%) by 3.8% and substantially outperforming CA State Orange (3.7%) by 3.7% - establishing exceptional baseline for English Learner disciplinary equity
- **2024 Dashboard:** Blue level (0% suspension rate), dramatically outperforming OCDE Yellow (3.9%) by 3.9% and substantially outperforming CA State Green (3.4%) by 3.4% - sustaining culturally responsive excellence
- **2025 Dashboard:** Blue level (0% suspension rate), outperforming OCDE Green (2.2%) by 2.2% and substantially outperforming CA State Yellow (3.2%) by 3.2%

EL Disciplinary Excellence: A 0% suspension rate across all three Dashboard years demonstrates exceptional culturally responsive discipline practices, comprehensive linguistic support integration with behavioral systems, and unwavering commitment to English Learner student engagement without exclusionary consequences.

Socioeconomically Disadvantaged Students: VCGA SED Suspension Performance demonstrates model equity in disciplinary practices:

- **2023 Dashboard:** Blue level (0% suspension rate), outperforming OCDE Yellow (2.4%) by 2.4% and dramatically outperforming CA State Orange (4.5%) by 4.5%
- **2024 Dashboard:** Blue level (0% suspension rate), outperforming OCDE Green (2.5%) by 2.5% and dramatically outperforming CA State Green (4.0%) by 4.0%

- **2025 Dashboard:** Blue level (0% suspension rate), outperforming OCDE Green (1.6%) by 1.6% and dramatically outperforming CA State Green (3.6%) by 3.6%
-

Students with Disabilities: VCGA SWD Suspension Performance represents outstanding specialized disciplinary support integrated with exceptional academic programming:

- **2023 Dashboard:** Blue level (0% suspension rate), outperforming OCDE Orange (2.9%) by 2.9%, and dramatically outperforming CA State Orange (5.9%) by 5.9% - demonstrating exceptional specialized support integration
- **2024 Dashboard:** Blue level (0% suspension rate), substantially outperforming OCDE Orange (3.5%) by 3.5% and dramatically outperforming CA State Yellow (5.4%) by 5.4%
- **2025 Dashboard:** Blue level (0% suspension rate), outperforming OCDE Green (2.2%) by 2.2% and dramatically outperforming CA State Yellow (5.0%) by 5%

SWD Disciplinary Excellence: VCGA maintains 0% suspension rates across three consecutive Dashboard years which demonstrates exceptional specialized behavioral support practices. This comprehensive student success framework integrates behavioral interventions, academic support, and specialized services without reliance on exclusionary discipline, providing clear evidence of VCGA's capacity to serve Students with Disabilities through positive, inclusive approaches.

Hispanic Students: VCGA Hispanic Suspension Performance demonstrates model culturally responsive disciplinary practices serving the school's predominant demographic population:

- **2023 Dashboard:** Blue level (0% suspension rate), outperforming OCDE Yellow (2.5%) by 2.5% and substantially outperforming CA State Orange (3.8%) by 3.8%— establishing culturally responsive excellence
 - **2024 Dashboard:** Blue level (0% suspension rate), outperforming OCDE Yellow (2.6%) by 2.6% and substantially outperforming CA State Green (3.4%) by 3.4% - maintaining comprehensive outperformance
 - **2025 Dashboard:** Blue level (0% suspension rate), outperforming OCDE Green (1.6%) by 1.6% and substantially outperforming CA State Green (3.0%) by 3%
-

VCGA's Model Disciplinary Excellence Framework

VCGA's zero percent suspension rate across three consecutive Dashboard years (2023-2025) demonstrates systematic excellence in positive disciplinary practices including comprehensive restorative justice approaches, integrated student support systems, proactive behavioral intervention strategies, and culturally responsive discipline frameworks that maintain all students' engagement in learning while addressing behavioral concerns through supportive rather than exclusionary means.

Model Practice Implementation:

- **Restorative Discipline Practices:** Zero suspension achievement through comprehensive alternative discipline strategies focused on student learning, relationship repair, community healing, and accountability without exclusion from educational opportunities
- **Preventive Intervention Systems:** Proactive behavioral support preventing escalation to suspension-level consequences through early identification, targeted intervention, social-emotional learning integration, and tiered support systems
- **Culturally Responsive Approaches:** Perfect equity across all demographic groups demonstrates effective culturally responsive disciplinary practices honoring students' backgrounds, experiences, and identities while maintaining high behavioral expectations
- **Specialized Population Support:** Exceptional outcomes for Students with Disabilities integrate behavioral support with academic programming, creating comprehensive student success frameworks addressing both learning and behavioral needs through positive interventions

Evidence-Based Excellence Framework:

- **Data-Driven Decision Making:** Systematic analysis of behavioral incidents, intervention effectiveness, and student outcomes to maintain zero suspension achievement while ensuring student safety and positive school climate
- **Professional Development Investment:** Comprehensive staff training in positive behavior support, restorative practices, trauma-informed discipline approaches, cultural responsiveness, and de-escalation strategies ensuring all staff maintain consistent positive behavioral expectations
- **Family and Community Partnership:** Collaborative approaches involving families in behavioral support planning, community-based consequence alternatives, home-school communication systems, and culturally responsive engagement strategies
- **Student Voice and Leadership:** Student participation in conflict resolution, peer mediation programs, restorative circles, school culture development, and leadership opportunities building student investment in positive school climate
- **Multi-Tiered System of Supports (MTSS):** Integrated MTSS framework providing universal behavioral expectations, targeted interventions for students needing additional support, and intensive individualized supports for students with significant behavioral needs

Comprehensive Student Success Framework

VCGA 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 throughout our educational model, deliberately integrating academic excellence with social-emotional development and positive behavioral support.

1. **Multi-Tiered System of Supports:** At the heart of our educational model lies a sophisticated, data-driven support system. Our Student Success Team (SST) is integrated within our Multi-Tiered System of Supports and serves as the cornerstone of our intervention strategy, enabling teachers to identify and refer students who need additional support to reach grade-level proficiency in reading and mathematics while simultaneously addressing behavioral and social-emotional needs. Through this established system, struggling students receive targeted intervention during the school day, ensuring they receive timely, appropriate support across all domains of development.
2. **Positive Behavioral Interventions and Supports (PBIS):** VCGA has implemented comprehensive Positive Behavioral Interventions and Supports (PBIS) providing clear behavioral expectations, consistent recognition systems, proactive teaching of social skills, and tiered interventions for students requiring additional support. This framework creates predictable, positive learning environments supporting all students' behavioral success.
3. **Ways of Council - Universal Social-Emotional Learning:** All students at VCGA participate in Ways of Council through Advisory, providing structured opportunities for relationship building, conflict resolution, perspective taking, and community development. This universal program creates foundation for positive school climate, student voice, and restorative approaches to addressing conflicts and behavioral concerns.
4. **Data-Driven Decision Making:** This multifaceted approach provides actionable insights, helping us refine practices and improve outcomes across academic, behavioral, and social-emotional domains. At VCGA, 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.
5. **Extended Learning Opportunities:** Our commitment to student success extends beyond the instructional day through our comprehensive after-school tutoring program focusing on reading and mathematics, open to all students. These extended learning opportunities provide additional academic support while reinforcing positive behavioral expectations and relationship building in smaller group settings.

Inclusive Education Model

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

This inclusive approach directly contributes to VCGA's perfect suspension rate performance, as Students with Disabilities receive comprehensive behavioral support within general education

settings, benefit from positive peer modeling, access specialized services without segregation, and participate fully in school-wide PBIS and restorative practice systems. The zero-suspension rate for Students with Disabilities across three consecutive Dashboard years provides compelling evidence that inclusive education, when properly implemented with appropriate supports, creates optimal conditions for both academic achievement and positive behavioral outcomes.

Conclusion: Suspension Rate Excellence as Evidence of Comprehensive School Quality

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

**VCGA’s Verified Data:
i-Ready Assessment (Curriculum Associates)**

The California State Board of Education (SBE) [approved criteria](#) to define the verified data and academic progress indicators related to California charter schools and Education Code Section 47607.2. SBE also approved a list of assessments including i-Ready Diagnostic for use for this purpose for Grades K–8.

Using the [i-Ready Assessments, California guidance](#), charter **elementary schools (Grades K-8) need to achieve a minimum of 80% median Progress to Annual Typical Growth in Math and 75% in Reading** to meet sufficient growth expectations under CA Education Code Section 47607.2(b). This is a more advanced approach to evaluating growth than in previous years due to the inclusion of measurement error in the calculated growth expectations. This approach was reviewed and approved at [SBE’s May 2023 meeting](#).

For this approach to measuring growth, schools will need to minimally administer the i-Ready Diagnostic in the Fall of the school year, which is used to establish each student’s expected growth during the year (known as Typical Growth in i-Ready), and again in the Spring, which is used to determine if each student has met their Typical Growth target. The i-Ready Diagnostic Growth Report then aggregates each student’s results at the grade level for each school.

Schools that meet or exceed the following amounts of median Typical Growth from the Fall to the Spring can be said to have achieved sufficient growth during the year:

Table 1: Median Progress to Typical Growth Targets to Identify Schools as Having Met California Charter School Growth Expectations.

	Grades K–5	Grades 6–8
Math	80%	60%
Reading	75%	45%

In other words, if the median Progress to Typical Growth within a school for Grade K is 80%, for Math that school can be said to have met the minimum growth expectations for the purposes of California’s Verified Data and Progress Indicator requirements.







**VCGA: Performance Analysis:
2022-23 i-Ready Reading Growth**

According to the California guidance, elementary schools (Grades K-5) need to achieve a minimum of 75% median Progress to Annual Typical Growth in Reading to meet sufficient growth expectations.





Schoolwide Performance:  **EXCEEDS TARGET**

- Median Progress to Typical Growth: 88%
- Target: 75%
- Result: EXCEEDS by 13 percentage points
- Students Assessed: 307/329 (93.3% participation)

Grade Level Performance:  **MIXED RESULTS**

Grade	Progress to Typical Growth	Target	Status
Grade K	82%	75%	 EXCEEDS (+7 points)
Grade 1	74%	75%	 DOES NOT MEET (-1 point)
Grade 2	72%	75%	 DOES NOT MEET (-3 points)
Grade 3	105%	75%	 EXCEEDS (+30 points)
Grade 4	121%	75%	 EXCEEDS (+46 points)
Grade 5	56%	75%	 DOES NOT MEET (-19 points)

Student Group Performance:  ALL GROUPS EXCEED TARGET

Student Group	Progress to Typical Growth	Target	Status
English Learners	81%	75%	 EXCEEDS (+6 points)
Hispanic/Latino Students	89%	75%	 EXCEEDS (+14 points)
Socioeconomically Disadvantaged	88%	75%	 EXCEEDS (+13 points)
Students with Disabilities	96%	75%	 EXCEEDS (+21 points)

Key Findings

1. Strong Overall Performance: VCGA exceeded California's minimum growth expectations in Reading by 13 percentage points, demonstrating effective reading instruction schoolwide.
2. Excellent Equity: All student subgroups substantially exceeded growth targets, with Students with Disabilities showing particularly strong performance at 96%.
3. Grade-Level Concerns:
 - o Grade 5 requires immediate attention with only 56% growth (-19 points below target)
 - o Grades 1 and 2 fell just short of targets by narrow margins (1-3 points)
4. Upper Elementary Strength: Grades 3 and 4 showed exceptional performance (105% and 121% respectively), indicating strong instructional practices in upper elementary.
5. Strong Participation: 93.3% student assessment participation demonstrates comprehensive data collection.
6. Consistent Subgroup Success: Unlike Math results where some groups struggled, all Reading subgroups exceeded targets, indicating effective inclusive reading instruction.

Conclusion: Vista Condor Global Academy **MEETS California's Verified Data and Academic Progress Indicator requirements** for Reading in the 2022-23 school year.

**VCGA: Performance Analysis:
2022-23 i-Ready Math Growth**

According to i-Ready Assessment, California guidance, elementary schools (Grades K-5) need to achieve a minimum of 80% median Progress to Annual Typical Growth in Math to meet sufficient growth expectations.

Schoolwide Performance: ❌ DOES NOT MEET TARGET



- Median Progress to Typical Growth: 78%
- Target: 80%
- Result: DOES NOT MEET (-2 percentage points)
- Students Assessed: 309/329 (93.9% participation)

Grade Level Performance: ⚠️ MIXED RESULTS

Grade	Progress to Typical Growth	Target	Status
Grade K	65%	80%	❌ DOES NOT MEET (-15 points)
Grade 1	79%	80%	❌ DOES NOT MEET (-1 point)
Grade 2	93%	80%	✅ EXCEEDS (+13 points)
Grade 3	71%	80%	❌ DOES NOT MEET (-9 points)
Grade 4	83%	80%	✅ EXCEEDS (+3 points)
Grade 5	65%	80%	❌ DOES NOT MEET (-15 points)

Student Group Performance: ⚠️ MIXED RESULTS

Student Group	Progress to Typical Growth	Target	Status
English Learners	72%	80%	❌ DOES NOT MEET (-8 points)
Hispanic/Latino Students	79%	80%	❌ DOES NOT MEET (-1 point)

Student Group	Progress to Typical Growth	Target	Status
Socioeconomically Disadvantaged	78%	80%	 DOES NOT MEET (-2 points)
Students with Disabilities	87%	80%	 EXCEEDS (+7 points)

Key Findings

1. Critical Concerns:
 - School falls short of California requirements by 2 percentage points overall
 - Four of six grade levels do not meet targets, with Grades K and 5 showing the largest gaps (-15 points each)
 - Three of four student subgroups fail to meet targets, though margins are small (1-8 points)
2. Strengths:
 - Students with Disabilities significantly exceed targets (87% vs 80%)
 - Grades 2 and 4 exceed targets, with Grade 2 showing strong performance (+13 points)
 - All groups came relatively close to targets, suggesting improvement is achievable
3. Areas Needing Immediate Attention:
 - Kindergarten and Grade 5 require focused intervention (both at 65%)
 - English Learners need additional support strategies (-8 points)
 - Grade 3 shows concerning performance gap (-9 points)
4. Participation: Strong assessment participation at 93.9% provides reliable data for analysis.

Conclusion: Vista Condor Global Academy DOES NOT MEET California's Verified Data and Academic Progress Indicator requirements for Math in the 2022-23 school year.







**VCGA: Performance Analysis:
2023-24 i-Ready Reading Growth**

According to the California guidance, elementary schools (Grades K-5) need to achieve a minimum of 75% median Progress to Annual Typical Growth in Reading to meet sufficient growth expectations.




Schoolwide Performance:  **EXCEEDS TARGET**


- Median Progress to Typical Growth: 80%
- Target: 75%
- Result: EXCEEDS by 5 percentage points
- Students Assessed: 325/342 (95.0% participation)

Grade Level Performance:  **MIXED RESULTS**

Grade	Progress to Typical Growth	Target	Status
Grade K	65%	75%	 DOES NOT MEET (-10 points)
Grade 1	49%	75%	 DOES NOT MEET (-26 points)
Grade 2	112%	75%	 EXCEEDS (+37 points)
Grade 3	133%	75%	 EXCEEDS (+58 points)
Grade 4	118%	75%	 EXCEEDS (+43 points)
Grade 5	81%	75%	 EXCEEDS (+6 points)

Student Group Performance:  **ALL GROUPS MEET/EXCEED TARGET**

Student Group	Progress to Typical Growth	Target	Status
English Learners	78%	75%	 EXCEEDS (+3 points)
Hispanic/Latino Students	79%	75%	 EXCEEDS (+4 points)
Socioeconomically Disadvantaged	79%	75%	 EXCEEDS (+4 points)

Student Group	Progress to Typical Growth	Target	Status
Students with Disabilities	75%	75%	 MEETS (exactly at target)

Key Findings

1. Strong Overall Performance: VCGA exceeded California's minimum growth expectations in Reading by 5 percentage points, demonstrating continued effective reading instruction schoolwide.
2. Excellent Equity Achievement: All student subgroups met or exceeded growth targets, with Students with Disabilities meeting exactly at the 75% threshold.
3. Critical Early Grade Concerns:
 - o Grade 1 requires immediate intervention with only 49% growth (-26 points below target)
 - o Kindergarten also underperformed at 65% (-10 points below target)
4. Upper Elementary Excellence: Grades 2-5 all exceeded targets substantially, with Grade 3 showing exceptional performance at 133% (+58 points).
5. Improved Participation: 95.0% student assessment participation (up from 93.3% in 2022-23) demonstrates enhanced data collection.
6. Year-over-Year Comparison: Overall performance declined slightly from 88% in 2022-23 to 80% in 2023-24 but still exceeded state requirements.
7. Grade-Specific Trends:
 - o Significant improvement in Grade 5 (from 56% to 81%)
 - o Concerning decline in early grades, particularly Grade 1 (from 74% to 49%)

Conclusion: Vista Condor Global Academy **MEETS California's Verified Data and Academic Progress Indicator requirements** for Reading in the 2023-24 school year.

**VCGA: Performance Analysis:
2023-24 i-Ready Math Growth**

According to the California guidance, elementary schools (Grades K-5) need to achieve a minimum of 80% median Progress to Annual Typical Growth in Math to meet sufficient growth expectations.

Schoolwide Performance: ❌ DOES NOT MEET TARGET



- Median Progress to Typical Growth: 72%
- Target: 80%
- Result: DOES NOT MEET (-8 percentage points)
- Students Assessed: 323/342 (94.4% participation)

Grade Level Performance: ⚠️ MIXED RESULTS

Grade	Progress to Typical Growth	Target	Status
Grade K	81%	80%	✅ EXCEEDS (+1 point)
Grade 1	57%	80%	❌ DOES NOT MEET (-23 points)
Grade 2	81%	80%	✅ EXCEEDS (+1 point)
Grade 3	100%	80%	✅ EXCEEDS (+20 points)
Grade 4	59%	80%	❌ DOES NOT MEET (-21 points)
Grade 5	60%	80%	❌ DOES NOT MEET (-20 points)

Student Group Performance: ⚠️ MIXED RESULTS

Student Group	Progress to Typical Growth	Target	Status
English Learners	74%	80%	❌ DOES NOT MEET (-6 points)
Hispanic/Latino Students	75%	80%	❌ DOES NOT MEET (-5 points)

Student Group	Progress to Typical Growth	Target	Status
Socioeconomically Disadvantaged	72%	80%	 DOES NOT MEET (-8 points)
Students with Disabilities	92%	80%	 EXCEEDS (+12 points)

Key Findings

1. Critical Compliance Failure: VCGA did not meet California's Verified Data and Academic Progress Indicator requirements for Math, falling 8 percentage points short of the required 80% threshold.
2. Widespread Grade-Level Concerns:
 - o Half of all grades (1, 4, and 5) significantly underperformed, with gaps ranging from 20-23 points below target
 - o Grade 1 showed the most concerning performance at only 57% (-23 points)
 - o Grades 4 and 5 also require immediate intervention (59% and 60% respectively)
3. Significant Equity Gaps: Three of four major student subgroups failed to meet targets, indicating systemic challenges in math instruction for historically underserved populations.
4. Notable Exception - Students with Disabilities: Remarkably, Students with Disabilities significantly exceeded targets at 92%, demonstrating that effective specialized instruction can yield strong results.
5. Year-over-Year Decline: Performance decreased from 78% in 2022-23 to 72% in 2023-24, representing a 6-point drop and moving from marginal non-compliance to clear failure to meet state requirements.
6. Upper Elementary Crisis: Unlike Reading where upper grades performed well, Math shows concerning performance in Grades 4 and 5, suggesting inadequate preparation for middle school mathematics.

Conclusion: Vista Condor Global Academy **DOES NOT MEET California's Verified Data and Academic Progress Indicator requirements** for Math in the 2023-24 school year.







**VCGA: Performance Analysis:
2024-25 i-Ready Reading Growth**

According to the California guidance, elementary schools (Grades K-5) need to achieve a minimum of 75% median Progress to Annual Typical Growth in Reading to meet sufficient growth expectations.



Schoolwide Performance:  **SIGNIFICANTLY EXCEEDS TARGET**

- Median Progress to Typical Growth: 126%
- Target: 75%
- Result: EXCEEDS by 51 percentage points
- Students Assessed: 335/363 (92.3% participation)

Grade Level Performance:  **ALL GRADES SIGNIFICANTLY EXCEED TARGET**

Grade	Progress to Typical Growth	Target	Status
Grade K	107%	75%	 EXCEEDS (+32 points)
Grade 1	102%	75%	 EXCEEDS (+27 points)
Grade 2	136%	75%	 EXCEEDS (+61 points)
Grade 3	125%	75%	 EXCEEDS (+50 points)
Grade 4	126%	75%	 EXCEEDS (+51 points)
Grade 5	162%	75%	 EXCEEDS (+87 points)

Student Group Performance:  **ALL GROUPS SIGNIFICANTLY EXCEED TARGET**

Student Group	Progress to Typical Growth	Target	Status
English Learners	126%	75%	 EXCEEDS (+51 points)
Hispanic/Latino Students	126%	75%	 EXCEEDS (+51 points)

Student Group	Progress to Typical Growth	Target	Status
Socioeconomically Disadvantaged	126%	75%	✓ EXCEEDS (+51 points)
Students with Disabilities	129%	75%	✓ EXCEEDS (+54 points)

Key Findings

1. Exceptional Overall Performance: VCGA achieved 126% growth, significantly exceeding California's minimum requirements by 51 percentage points - the highest performance in the school's recent history.
2. Universal Excellence: Every single grade level and student subgroup substantially exceeded targets, with no equity gaps whatsoever.
3. Remarkable Grade 5 Transformation: Grade 5 showed extraordinary improvement, jumping from 81% in 2023-24 to 162% in 2024-25 (+81-point increase), completely resolving previous concerns.
4. Early Elementary Recovery: Grades K and 1 showed significant improvement from previous years, with both now substantially exceeding targets after previous struggles.
5. Outstanding Equity Achievement: All historically underserved populations performed at or above the overall school median, demonstrating highly effective inclusive instructional practices.
6. Dramatic Year-over-Year Improvement: Performance increased substantially from 80% in 2023-24 to 126% in 2024-25, representing a remarkable 46-point improvement.
7. Strong Participation: 92.3% student assessment participation ensures comprehensive and reliable data collection.
8. Consistent High Performance: The narrow range between student groups (126-129%) indicates systematic, high-quality instruction benefiting all learners equally.

Conclusion: Vista Condor Global Academy **SIGNIFICANTLY EXCEEDS California's Verified Data and Academic Progress Indicator requirements** for Reading in the 2024-25 school year. This represents exceptional performance demonstrating that the school has successfully implemented highly effective reading instruction practices that benefit all students equitably. The dramatic improvement across all demographics indicates a successful turnaround in reading instruction that serves as a model for sustained academic excellence.







**VCGA: Performance Analysis:
2024-25 i-Ready Math Growth**

According to the California guidance, elementary schools (Grades K-5) need to achieve a minimum of 80% median Progress to Annual Typical Growth in Math to meet sufficient growth expectations.



Schoolwide Performance:  SIGNIFICANTLY EXCEEDS TARGET

- Median Progress to Typical Growth: 107%
- Target: 80%
- Result: EXCEEDS by 27 percentage points
- Students Assessed: 337/363 (92.8% participation)

Grade Level Performance:  ALL GRADES SIGNIFICANTLY EXCEED TARGET

Grade	Progress to Typical Growth	Target	Status
Grade K	105%	80%	 EXCEEDS (+25 points)
Grade 1	103%	80%	 EXCEEDS (+23 points)
Grade 2	114%	80%	 EXCEEDS (+34 points)
Grade 3	92%	80%	 EXCEEDS (+12 points)
Grade 4	113%	80%	 EXCEEDS (+33 points)
Grade 5	117%	80%	 EXCEEDS (+37 points)

Student Group Performance:  ALL GROUPS SIGNIFICANTLY EXCEED TARGET

Student Group	Progress to Typical Growth	Target	Status
English Learners	106%	80%	 EXCEEDS (+26 points)
Hispanic/Latino Students	107%	80%	 EXCEEDS (+27 points)

Student Group	Progress to Typical Growth	Target	Status
Socioeconomically Disadvantaged	107%	80%	✓ EXCEEDS (+27 points)
Students with Disabilities	107%	80%	✓ EXCEEDS (+27 points)

Key Findings

1. Remarkable Turnaround Achievement: VCGA achieved a spectacular transformation from 72% in 2023-24 to 107% in 2024-25, representing a 35-point improvement and moving from non-compliance to significant excellence.
2. Universal Excellence: Every single grade level and student subgroup substantially exceeded targets, demonstrating systematic, effective math instruction across all demographics.
3. Exceptional Equity: All historically underserved populations performed at exactly the school median (107%), indicating perfectly equitable instructional outcomes with no achievement gaps.
4. Complete Grade-Level Success: Unlike previous years where multiple grades failed to meet targets, all six grade levels now significantly exceed requirements, with Grade 5 showing the highest performance at 117%.
5. Strongest Student Group Performance: Students with Disabilities, English Learners, Hispanic/Latino students, and Socioeconomically Disadvantaged students all achieved identical 106-107% performance levels.
6. Consistent High-Quality Implementation: The narrow performance range across all groups (92-117%) indicates systematic, high-quality mathematics instruction benefiting all learners.
7. Strong Assessment Participation: 92.8% participation rate ensures comprehensive and reliable data.

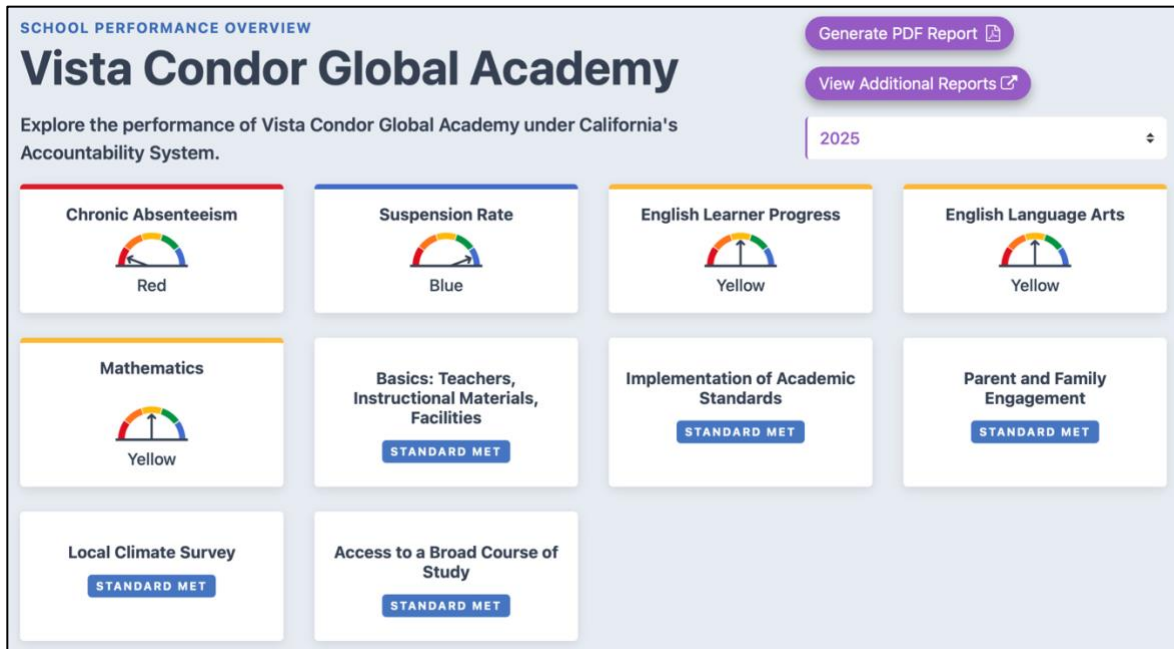
Conclusion: Vista Condor Global Academy **SIGNIFICANTLY EXCEEDS California's Verified Data and Academic Progress Indicator requirements** for Math in the 2024-25 school year. This represents one of the most dramatic academic turnarounds documented, transforming from non-compliance to exceptional performance in just one year. The school has successfully implemented comprehensive mathematics instruction reforms that benefit all students equitably, establishing VCGA as a model for sustained academic excellence and charter school accountability compliance.

VCGA's LOCAL INDICATORS

Vista Condor Global Academy received a “standard met” for all local indicators as reported on the 2023, 2024, and 2025 CA School Dashboard (as evidenced in the following charts). The California Department of Education suspended the 2020 and 2021 CA School Dashboard due to the Covid pandemic. VCGA missed the deadline to submit the local indicators on the CDE 2022 Dashboard, resulting in “standard not met.”

The following charts are a screenshot of Vista Condor Global Academy’s performance on the CA School Dashboard and Local Indicator status for the 2023, 2024 and 2025 [CA School Dashboard](#).





Vista Condor Global Academy respectfully requests a five-year renewal of its charter petition pursuant to Education Code 47607.2(b). As clearly demonstrated by the evidence in this section, Vista Condor Global Academy meets the renewal criteria for a “middle tier” charter school and should be granted a renewal term of five (5) years from July 1, 2026, to June 30, 2031.

ELEMENT 1: EDUCATIONAL PROGRAM

Governing Law: The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling students to become self-motivated, competent and lifelong learners. Education Code Section 47605(c)(5)(A)(i).

The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve these goals. Education Code Section 47605(c)(5)(A)(ii).

Mission and Vision

Our mission at Vista Condor Global Academy is to create a transformative TK-5 learning experience that is engaging, culturally and socially relevant, and globally oriented, and builds a strong STEAM foundation for college and career readiness. We aim to provide a quality education for all students by focusing on both heart and mind, creating a compassionate global learning community that involves students in their development of the knowledge, skills, attitudes, behaviors, aspirations, and beliefs needed to be successful academically and globally competent with the scientific and technical skills to both compete in and humanely serve an ever-increasing interdependent international world.

Vista Condor Global Academy is deeply committed to educating for global competence, closing the achievement gap for low-income and historically underserved students, and addressing the growing opportunity gap created by providing a relevant education that develops the knowledge, skills, and dispositions required for college readiness and full participation in a modern global economy. Students with global competence as well as a strong technological foundation are able to investigate the world beyond their immediate environment and conduct well-crafted and age-appropriate research, recognize divergent perspectives, including their own and those of others, communicate their ideas effectively, and, most importantly, take action to improve their own conditions and those affecting the world around them. At VCGA, we strive to create a learning environment in which students have a say in what they learn and how they learn it, apply knowledge and skills to authentic and every-day tasks that have local and global significance, and have myriad opportunities to exhibit their mastery to a real-world audience. Most importantly, VCGA envisions a school where students enter to learn, but leave ready to humanely serve through a deeper understanding of their role in impacting positive change on the world around them.

Key Successes of VCGA's Educational Philosophy

Community School Model and Vision

Vista Condor Global Academy envisions a transformative community school model that weaves together educational excellence, community engagement, and comprehensive support systems to ensure every student thrives. The Community School approach represents a commitment to educational equity and whole-child development, recognizing that academic success is inextricably linked to student well-being and community involvement.

As a recipient of both Planning and Implementation grants from the California Department of Education's California Community Schools Partnership Program (CCSPP), VCGA is committed to a "whole child, whole family" approach that addresses identified student and family needs to ensure every student succeeds despite adversity. Our Community School vision centers on coordinating community resources and partnering with children, families, and community stakeholders, integrating these partnerships with our school's Multi-Tiered System of Supports to strengthen and expand educational outcomes.

VCGA serves as both an educational institution and a community hub where students receive high-quality instruction enhanced by comprehensive integrated support services, while families access resources, educational opportunities, and meaningful ways to engage in their children's education. This model facilitates deep collaboration with community partners to address both academic and non-academic barriers to learning, creating an environment where educators, staff, administrators, and families can innovate and collaborate effectively.

Community Engagement and Implementation: As a CCSPP Planning and Implementation grant recipient, VCGA formed the CCSPP Steering Committee comprised of educational partners including parents, students, educators, support staff, administrators, and community members, led by the Community Schools Coordinator. This committee has met regularly over the past 18 months, conducting multiple presentations on the Community Schools Initiative and engaging educational partners through surveys and school-wide events guided by comprehensive community engagement strategies.

Global Education and Equity Focus: Vista Condor Global Academy is deeply committed to educating for global competence, closing the achievement gap for low-income and historically underserved students, and addressing the growing opportunity gap by providing relevant education that develops the knowledge, skills, and dispositions required for college readiness and full participation in a modern global economy.

The school endorses an approach to education based on the idea that students work harder and dream bigger when their education is relevant to them. As students move through each grade, they experience a well-rounded, holistic, and global curriculum with a STEAM focus, where math, science, technology, engineering, and the arts permeate every student's experience. Students learn to use advanced technologies as a creative means to a productive end, not an end in itself, while literature and history are taught through hands-on, research-based models that honor individual voices and productive dialogue.

VCGA believes that students master core subjects by applying knowledge in real-world contexts while developing crucial 21st-century skills such as critical thinking, problem solving, and collaboration. The school envisions students entering to learn but leaving ready to humanely

serve through a deeper understanding of their role in impacting positive change on the world around them.

Joyful Learning Environment: Vista Condor Global Academy believes joyful schools are successful schools and that the learning environment is a major key to teacher and student happiness. Research demonstrates that outperforming urban schools create a sense of connectedness and belonging throughout the school's organizational culture, with caring relationships among teachers, students, and faculty members that motivate students to work harder.

The learning environment takes into account the whole child and incorporates the physical setting, classroom norms and values, pedagogical approaches, discipline management, and family engagement through several key initiatives:

Small Learning Communities: Maintaining an average class size of 25:1, this model sustains a small community atmosphere while providing financial flexibility to accomplish extensive educational goals. Research shows that small to medium-size schools provide greater opportunities for deeper interpersonal relationships, enhanced student participation, and increased attendance. The Charter School shall adhere to classroom size and adult to student ratios as set forth in Education Code Section 48000(g).

Professional Learning Communities: Faculty work collaboratively with a collective focus on student learning, shared norms and values, data-driven decisions, and reflective dialogue. Teachers meta-cognitively process their instruction, focusing not on what was taught but on what was learned, with regular professional development support during minimum days.

Innovative Programs and Practices

- **Technology Integration:** VCGA's innovation lab includes a maker space tailored, featuring a Spyder Lab, robotics, eSports arena, 3D printing, augmented reality sandbox, and television production studio with cameras and green screen. The school is committed to utilizing artificial intelligence responsibly and innovatively, providing professional development for educators on effective and ethical AI use.
- **Student Portfolios:** All students develop and curate portfolios highlighting their educational journey. Culminating 5th grade students present their portfolios to panels of school stakeholders and partners to demonstrate growth, global competence, and educational reflection.
- **Differentiated Instruction:** Staff utilize knowledge of the whole child to implement differentiation responsive to students' readiness levels, providing multiple routes for demonstrating understanding, various materials addressing different learning modalities, and flexible learning groups based on diverse learning needs.
- **Data-Driven Instruction:** Teachers use formative assessments throughout the week to drive lesson planning, instruction, support, and intervention. Grade-level teams create assessment calendars, regularly review student data, and collaborate to determine next steps for student support.

- **Family and Community Engagement:** Families are fundamental to the learning process at VCGA. The school maintains an open-door policy with multiple communication channels including state-of-the-art learning management systems, websites, email communications, and hard-copy newsletters delivered in each family's preferred format. Regular social and educational events foster community building, including back-to-school events, parent educational workshops, exhibitions of student work, student performances, and student-led conferences.
- **Uniform Policy:** School-approved uniforms create community belonging and eliminate outward economic disparities. Financial assistance ensures no family faces undue burden, with donated uniforms available through community sharing programs.
- **Distributed Leadership Model:** VCGA employs a distributive leadership model through the Instructional Leadership Team (ILT), representing all staff groups and community members. The ILT meets regularly to plan professional development, analyze school data, develop strategic plans for instructional improvement, and eliminate barriers to improvement. This model creates leaders from within while ensuring all stakeholders participate in decision-making processes focused on student learning and instructional excellence.
- **Commitment to Transformative Outcomes:** Vista Condor Global Academy understands that student success requires confronting societal prejudices and breaking barriers of discrimination. The school believes that low-income students of color particularly benefit from intellectually engaging, rigorous curricula designed to cultivate flexible thinking and broad global knowledge. VCGA seeks to meet each child's social, emotional, physical, and academic needs to prepare them for an increasingly complex, globalized, and technologized world, serving as a home away from home that fosters a personal, supportive, loving, and transformative environment for every child.

Targeted Student Population

Vista Condor Global Academy serves a diverse student body of 376 students in grades Transitional Kindergarten through fifth grade, reflecting the demographics of the community it serves. The current student population consists of 95.7% Hispanic, 1.1% African American, and 1.3% White students. The Charter School primarily serves students who face significant educational challenges, including 51% English Learners, 11.96% Students with Disabilities, 97.2% Socioeconomically Disadvantaged students, and 2% Homeless/Foster Youth.

The following chart reflects the five-year projected enrollment for the term of this charter petition.

	2026-27	2027-28	2028-29	2029-30	2030-31
TK	40	40	40	40	40
Kindergarten	55	60	60	60	60
1 st Grade	55	60	60	60	60
2 nd Grade	60	60	66	66	66

3 rd Grade	60	66	66	66	66
4 th Grade	65	70	75	75	75
5 th Grade	75	75	75	75	75
Total	410	431	442	442	442

The school's five-year projected enrollment demonstrates steady growth in serving this diverse population, with particular attention to maintaining robust support systems for English Learners who represent approximately 50% of students residing in homes where English is not the primary language spoken. This demographic profile underscores the school's commitment to serving students who have historically been underserved and require comprehensive, culturally responsive educational approaches to achieve academic success.

Vista Condor Global Academy specifically targets students aged four through twelve, corresponding to Transitional Kindergarten through fifth grade. The school maintains purposefully small class sizes with an average ratio of 25 students to 1 teacher for grades K-5, while Transitional Kindergarten maintains a 10:1 adult to student ratio, or as otherwise required by Education Code Section 48000(g). This model creates an intimate learning community while remaining economically sustainable, allowing the school financial flexibility to accomplish its extensive educational goals.

Attendance and Instructional Time

Vista Condor Global Academy operates on a traditional school year calendar, providing all students with 180 instructional days, barring emergency school closure(s), in excess of the minimum requirement in Title 5, California Code of Regulations, Section 11960 and instructional minutes requirements under Education Code Section 47612.5 as evidenced in the following chart.

Grades	Grades Offered	# Regular Days	Instr. Minutes Per Regular Day	# Early Dismissal Days	Instr. Minutes Per Early Dismissal Day	# Minimum Days	Instr. Minutes Per Minimum Day	# Other Days	Instr. Minutes Per Other Day	Total Instr. Days	Minutes Req'd Per State Law	Total Instr. Minutes	Instr. Minutes Above/ Below State Req't.
TK	Yes	142	335	38	185	0	0	0	0	180	36000	54600	18600
K	Yes	142	355	38	205	0	0	0	0	180	36000	58200	22200
1	Yes	142	355	38	205	0	0	0	0	180	50400	58200	7800
2	Yes	142	355	38	205	0	0	0	0	180	50400	58200	7800
3	Yes	142	355	38	205	0	0	0	0	180	50400	58200	7800
4	Yes	142	355	38	205	0	0	0	0	180	54000	58200	4200
5	Yes	142	355	38	205	0	0	0	0	180	54000	58200	4200

Academic Calendar and Schedule

Vista Condor Global Academy

A Vista Charter Public School
www.vistacharterpublicschools.org

2026-2027 Instructional Calendar

2609 West Fifth Street, Santa Ana, CA 92703
 Superintendent: Collin Felch, Ed.D.
 Assistant Superintendent, Karen Amaya



Principal: Roxanne Alessandro
 Assistant Principal: Sarah Balamane

Jul-26							Aug-26							Sep-26							Oct-26						
M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa	Su
		1	2	3	4	5						1	2		1	2	3	4	5	6				1	2	3	4
6	7	8	9	10	11	12	3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11
13	14	15	16	17	18	19	10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18
20	21	22	23	24	25	26	17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25
27	28	29	30	31			24	25	26	27	28	29	30	28	29	30					26	27	28	29	30	31	
							31																				

Nov-26							Dec-26							Jan-27							Feb-27						
M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa	Su
						1		1	2	3	4	5	6					1	2	3					1	2	3
2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10	8	9	10	11	12	13	14
9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17	15	16	17	18	19	20	21
16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24	22	23	24	25	26	27	28
23	24	25	26	27	28	29	28	29	30	31				25	26	27	28	29	30	31							
30																											

Mar-27							Apr-27							May-27							Jun-27						
M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa	Su	M	T	W	Th	F	Sa	Su
1	2	3	4	5	6	7													1	2		1	2	3	4	5	6
8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13
15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20
22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27
29	30	31					26	27	28	29	30			24	25	26	27	28	29	30	28	29	30	31			
														31													

	Instructional Day
	Unassigned/Break(No School)
	Holidays
	PD (pupil Free)

VCGA maintains high expectations for student attendance, recognizing that consistent presence is fundamental to academic success and engagement. Attendance policies and procedures ensure families understand the importance of regular school attendance while providing support for students and families who may face attendance challenges. The school's community school approach includes wraparound services and family support systems that address barriers to consistent attendance.

Daily bell schedules are differentiated by grade level and include dedicated time for designated English Language Development instruction, ensuring that English Learners receive both integrated ELD support throughout their content classes and focused language development during designated instructional periods. This structured approach to time allocation reflects the school's commitment to meeting the diverse academic and linguistic needs of its student population.

Bell Schedules

The following chart reflect the daily bell schedule by grade level.

Monday-Thursday		Friday	
Start Time	8:30	Start Time	8:30
9:30-9:45 9:45-10:00	TK Snack TK Recess (2)	8:45-9:00 (15) 9:00-9:15 (15)	TK Snack TK Recess (2)
9:35-9:45 9:45-10:00	Kinder Recess (2) Kinder Snack	8:50-9:00 (10) 9:00-9:15 (15)	Kinder Recess (2) Kinder Snack
10:00-10:15 10:15-10:25	1st Grade Snack 1st Grade Recess (2)	9:15-9:30 (15) 9:30-9:40 (10)	1st Grade Snack 1st Grade Recess (2)
10:00-10:10 10:10-10:25	2nd Grade Recess (2) 2nd Grade Snack	9:15-9:25 (10) 9:25-9:40 (15)	2nd Grade Recess (2) 2nd Grade Snack
10:25-10:40 10:40-10:50	3rd Grade Snack 3rd Grade Recess (2)	9:40-9:55 (15) 9:55-10:05(10)	3rd Grade Snack 3rd Grade Recess (2)
10:25-10:35 10:35-10:50	4th Grade Recess (3) 4th Grade Snack	9:40-9:50 (10) 9:50-10:05(15)	4th Grade Recess (3) 4th Grade Snack
10:50-11:05 11:05-11:15	5 Grade Snack 5 Grade Recess (3)	10:05-10:20(15) 10:20-10:30 (10)	5 Grade Snack 5 Grade Recess (3)
11:15-11:35 11:35-11:55	TK Lunch TK Recess	10:40-11:00 (20) 11:00-11:20 (20)	TK Lunch TK Recess
11:15-11:35 11:35-11:55	K Recess K Lunch	10:40-11:00 (20) 11:00-11:20 (20) 10:40-11:00 (20) 11:00-11:20 (20)	Kinder "A" Lunch Kinder "A" Recess Kinder "B" Recess Kinder "B" Lunch
11:55-12:15 12:15-12:35	1st Grade Lunch 1st Grade Recess	10:40-11:00 (20) 11:00-11:20 (20)	1st Grade Recess 1st Grade Lunch
11:55-12:15 12:15-12:35	2nd Grade Recess 2nd Grade Lunch	11:25-11:45 (20) 11:45-12:05 (20)	2nd Grade Lunch 2nd Grade Recess
12:35-12:55 12:55-1:15	3rd Grade Lunch 3rd Grade Recess	11:25-11:45 (20) 11:45-12:05 (20)	3rd Grade Recess 3rd Grade Lunch
12:35-12:55 12:55-1:15	4th Grade Recess 4th Grade Lunch	12:10-12:30 (20) 12:30-12:50 (20)	4th Grade Lunch 4th Grade Recess
1:15-1:35 1:35-1:55	5th Grade Lunch 5th Grade Recess	12:10-12:30 (20) 12:30-12:50 (20)	5th Grade Recess 5th Grade Lunch
Dismissal Tk K-5	3:15 3:30	Dismissal Tk K-5	12:45 1:00

What it Means to be an Educated Person in the 21st Century

Vista Condor Global Academy believes that 21st-century competence begins with global competence, preparing all students for work and civic roles that require the ability to compete, connect, and cooperate on an international scale. An educated person in the 21st century is globally aware, curious, and interested in learning about the world and how it works, able to ask globally significant questions, analyze evidence from multiple sources, and develop arguments that draw defensible conclusions.

Academic Skills and Qualities An educated person possesses strong foundational literacy and numeracy skills while demonstrating proficiency across all core academic disciplines including science, technology, engineering, arts, and mathematics. They exhibit critical thinking and analytical reasoning abilities, engage in evidence-based inquiry and research, communicate effectively through multiple modalities and languages, and apply interdisciplinary knowledge to solve complex problems. These individuals demonstrate mastery of Common Core State Standards (“CCSS”), Next Generation Science Standards (“NGSS”), the History-Social Science Framework, ELD Standards, and the remaining State Content Standards (collectively, the “State Standards”) while exceeding minimum proficiency expectations through deep conceptual understanding and practical application of academic knowledge.

Twenty-first century educated individuals are digitally literate and technologically proficient, able to navigate and utilize evolving digital tools for learning, communication, and problem-solving. They possess strong reading comprehension and writing abilities across genres and purposes, demonstrate mathematical reasoning and quantitative literacy, and exhibit scientific inquiry skills and environmental consciousness. These academic competencies are developed through rigorous, standards-aligned instruction that emphasizes both depth and breadth of understanding.

Non-Academic Skills and Qualities Beyond academic proficiency, an educated person in the 21st century demonstrates essential social-emotional competencies including empathy, cultural sensitivity, and the ability to work effectively with diverse groups of people. They exhibit strong communication and collaboration skills, demonstrate ethical reasoning and moral character, and possess self-regulation and metacognitive abilities that enable lifelong learning.

These individuals show resilience and adaptability in facing challenges, demonstrate leadership and civic responsibility, and maintain curiosity and openness to new ideas and perspectives. They possess strong interpersonal skills and emotional intelligence, exhibit integrity and accountability in their actions, and demonstrate environmental and social consciousness. Most importantly, they see themselves as capable agents of positive change who can contribute meaningfully to their local and global communities.

The objective of enabling students to become self-motivated, competent, and lifelong learners permeates every aspect of Vista Condor's educational program. Students develop intrinsic motivation through engaging, relevant instruction that connects learning to real-world applications and personal interests. They build competence through scaffolded learning experiences that challenge them to grow while providing necessary support, and they cultivate

lifelong learning habits through inquiry-based approaches that foster curiosity, critical thinking, and independent exploration.

How Learning Best Occurs

The Foundation: Student Engagement: Student engagement is at the heart of the Vista Condor learning experience. Engagement represents one's approach to life's experiences, from the mundane to the significant—it is the act that connects us to each other and to the physical world. We describe students who are focused, actively involved in school's social and educational opportunities, and academically successful as "engaged" (Shernoff, Csikszentmihalyi, Schneider, & Steele, 2003).

Researchers have sought to understand the connection between student engagement and achievement as they examined variations in student success and opportunity gaps among students of different genders, races, ethnicities, religions, and socioeconomic backgrounds (Christenson et al., 2008). This research forms the foundation of Vista Condor Global Academy's educational approach.

The Three Domains of Engagement

Vista Condor Global Academy uses a framework from recent studies examining the role of engagement in outperforming urban schools. This framework consists of three separate but interrelated types of student engagement: emotional, behavioral, and cognitive (Appleton et al., 2008). When all three types are optimized, students can experience a state of "flow"—a high level of engagement in which individuals become profoundly absorbed in a task to the point of losing awareness of time and space (Fredricks & McColskey, 2012; Shernoff, 2013).

1. **Behavioral Engagement:** Behavioral engagement is measured both quantitatively through attendance rates, office referrals, suspensions, and expulsions, and qualitatively through participation indicators such as paying attention, responding to teachers' questions, asking for help, following rules, and acting respectfully toward teachers and classmates (Finn, 1989; Fredricks & McColskey, 2012). Most importantly, research demonstrates that behavioral engagement has a significant effect on achievement (Finn & Zimmer, 2012; Furlong et al., 2003; Taylor & Parsons, 2011). This strong correlation gives hope that learning to influence engagement behaviors may provide important pathways to narrowing or closing the achievement gap.
2. **Emotional Engagement:** Emotional engagement, strongly correlated with behavioral engagement, is defined as identification and feeling part of the school or class community (Appleton et al., 2008). Multiple studies surveying student attitudes about school identification and participation rates found that students rated their engagement higher in schools and classrooms where mutual respect was fostered, strong discipline policies guided cultural norms, and teachers actively sought to build strong relationships with students (Shernoff et al., 2003; Appleton et al., 2008; Taylor & Parsons, 2011; Finn & Zimmer, 2012).

3. **Cognitive Engagement:** Cognitive engagement represents a student's psychological investment in learning and the quality of their engagement, contrasting with their physical (behavioral) efforts (Pintrich, 2003; Fredricks & McColskey, 2012). Teachers may perceive students as engaged due to their behavior, but achievement may still lag due to lack of cognitive engagement. Cognitive engagement manifests through student behaviors including persistence, going the extra mile, extending learning independently, and using self-regulation strategies to accomplish tasks and guide learning (Finn & Zimmer, 2012).

Theoretical Foundations

Flow Theory and Optimal Learning: Flow Theory, first proposed by Csikszentmihalyi (1990) in *Flow: The Psychology of Optimal Experience*, describes a state of total absorption and immersion in an activity. Students in flow exhibit intense concentration, interest, and enjoyment (Taylor & Parsons, 2011). In this state, students not only feel pleasure in the activity but also experience success and competence (Shernoff et al., 2003).

A main principle of Flow Theory is that students feel deep success when engaged in activities that stretch them just beyond their current limits (Shernoff et al., 2003). This concept traces to Lev Vygotsky's Zone of Proximal Development (ZPD), described as the bridge between what a student cannot do independently and what they could accomplish with appropriate support (Vygotsky, 1987). This theory is reflected throughout the Vista Condor experience.

Building Self-Efficacy: Self-efficacy positively affects engagement, which in turn influences overall achievement. Vista Condor helps students achieve flow states by providing mastery experiences that scaffold key information and modeling by those who have succeeded in given tasks (Furlong et al., 2003). The school recognizes the importance of identifying instructional practices that show the strongest promise in helping students achieve flow in their learning.

Addressing Social Capital and Urban Education Challenges: Many elements contribute to performance gaps affecting urban students, with certain factors falling under school site control and meriting close study. Research highlights the critical role of students' social capital—or lack thereof—in the complex construct of student engagement. Stanton-Salazar (1997) defines social capital as institutional resources and opportunities, including knowledge of school programs, academic tutoring and mentoring, and access to assistance with career decision-making and college admission.

For many economically disenfranchised students attending urban schools, access to social capital is severely limited or completely absent from their social context (Roderick et al., 2009). Vista Condor Global Academy addresses this gap by providing instruction that gives students opportunities to build social and emotional capital while acquiring strong academic and technical skills.

Ecological Systems Framework: The framework for Vista Condor's approach is based on extensive literature review conducted by Dr. Donald Wilson and a team from the University of Southern California, drawing closely on Urie Bronfenbrenner's work (Neal & Neal, 2013).

Bronfenbrenner's Ecological Systems Theory explores the interrelated nature of nested systems in human development, including the macrosystem, exosystem, meso- and microsystems.

In this framework, the macrosystem (attitudes and ideologies of the culture) combines with a student's microsystem, where emotional, behavioral, and cognitive engagement plays a significant role in academic achievement. This theoretical foundation guides Vista Condor's pedagogical stance and program selection.

Early Intervention: Engagement Begins in Elementary Years

Student engagement research has historically focused on high school completion, targeting middle and high school students where disengagement typically becomes apparent. However, disengagement behaviors do not start in middle or high school—metrics of high school success or failure represent the culmination of a lifelong process beginning in students' earliest years (Fredricks & McColskey, 2012).

Understanding engagement's role in academic success requires attention to students starting in pre-kindergarten to positively affect outcomes for at-risk students. This early intervention approach is fundamental to Vista Condor's educational philosophy.

Integrated Program Implementation

At Vista Condor Global Academy, all programs, processes, and procedures are evaluated using Flow Theory before adoption, with the belief that increasing engagement across the three domains will drive increases in students' joy and passion for education, develop lifelong love of learning, and ultimately bridge the achievement gap.

The school seeks programs that provide engagement across multiple domains. For example, Kagan Cooperative Strategies provides structures to increase cognitive engagement while embedding social and emotional strategies like complimenting partners, greetings, and thanking teams after collaborative work. These strategies also address behavioral aspects of staying on task, participation, and attention.

Another example is Way of Council, which initially appears to serve exclusively the emotional domain by providing students with adult advocates, supportive peers, and safe spaces of belonging. However, Way of Council also grants students opportunities to reflect on how their thinking affects outcomes, strengthening internal locus of control and increasing cognitive engagement. Additionally, Way of Council has been shown to decrease behavioral issues and provide students with tools to solve interpersonal problems.

Framework Application

This comprehensive framework provides the basis for Vista Condor's pedagogical stance, ensuring that instruction creates opportunities for students to build social and emotional capital while acquiring strong academic and technical skills. The three domains of engagement must be present in all educational decisions, as student achievement informs the adoption of all programs, procedures, and processes. By targeting engagement from the earliest years and integrating multiple theoretical approaches, Vista Condor Global Academy creates conditions for optimal learning and student success.

Conditions and Structures that Promote Student Engagement and Learning

Vista Condor Global Academy creates social-emotional and educational conditions and structures that are strictly aligned with research on engagement. While engagement is "easily understood by practitioners as being essential to learning" (Finn & Zimmer, 2012, p. 99), bridging theory to application is often challenging. This is precisely where research can have the greatest impact on educators' practice and ultimately on student achievement.

- 1. Quality of Student-Teacher Relationships:** Researchers agree that the teacher's role is key to student engagement (Finn & Zimmer, 2012). George Kuh (2001) situated the teacher at the center of all engagement, while Furlong et al. (2003) described teachers as fundamental to creating learning environments that promote engagement. This assertion is significant because it focuses on environmental factors within the control of teachers and school communities.

A warm and supportive approach is directly linked to engagement and demonstrated through listening to students' points of view, believing in their abilities, showing respect, holding the class to high behavioral standards, and helping students when they struggle with understanding (Finn & Zimmer, 2012; Fredricks et al., 2005). The role of teacher engagement appears to have a contagious effect: students who perceive their teachers as engaged in the subject and excited about teaching also feel cared for, which raises student engagement and forms a deep sense of belonging (Shernoff et al., 2003).

Vista Condor's Approach: We strive to transform the student experience by hiring teaching and support personnel who embody deep excitement and passion for children and their learning.

- 2. Creating Safe Spaces for Learning;** Central to the teacher-student relationship is the teacher's commitment to creating a safe atmosphere that allows students to take academic risks and reach beyond their current abilities (Samson, 2015). A supportive environment that challenges students not only fosters motivation but also helps students feel competent, take ownership of their learning, and serves as a positive predictor of interest in classes and pursuing academic goals (Furlong et al., 2003; Shernoff et al., 2003).

Vista Condor's Approach: We lay the foundation for creating safe social and emotional spaces through Way of Council, our signature practice described in detail in the Curriculum and Instruction section of this petition.

- 3. Rigorous Standards and Academic Excellence:** While counterintuitive to perceived stereotypical student attitudes, teachers who push students academically and demand high standards not only increase engagement but also cultivate students' sense of being cared for and ultimately raise student achievement (Zepke & Leach, 2010). Schools must hire successful teachers who balance high standards and academically rigorous expectations with constant availability for help and academic guidance.

Vista Condor's Approach: Our pedagogical practices and programmatic choices create conditions for rigorous academics and warm, supportive mentoring in symbiotic relationship, not as a response to an unbalanced academic program. The Vista Condor approach emphasizes

learning by doing under the guidance of strong mentor-teachers. At the core of a Vista Condor education is the commitment to helping every child acquire the basic and fundamental skills needed to be well-educated in the 21st century, with the understanding that our choices must embody the ability to adapt and change as research evolves.

- 4. Relevance and Real-World Connection:** Every teacher and parent has heard a student ask, "Why do I have to learn or do this?" When students don't see connections between classroom content and activities and their future lives, they question what's happening and what we ask them to do. Research confirms that perceived relevance is a critical factor in maintaining student interest and motivation.

A recent study on student learning and engagement (Wilson, 2016) conducted at four outperforming urban schools in Southern California with a majority of at-risk students indicated that the relevance of instruction was continually and clearly drawn to students' immediate and future lives. The study showed that student engagement occurred when students took ownership, invested in learning, and internalized curricula to incorporate and purposefully use it in their lives (Pike & Kuh, 2005). When students recognized the purpose of their learning, they were motivated to persevere through difficult and rigorous lessons and projects.

Vista Condor's Approach: To ensure relevancy for students, VCGA integrates the four domains of global competence into all aspects of the school. This helps students develop the ability to understand, appreciate, and interact effectively with people from different cultures and backgrounds while making learning more meaningful and relevant by solving real-world issues and developing skills essential in today's global job market.

- 5. Student-Centered Learning Environment:** Student-centered environments emphasize supportive relationships between students and teachers in academic settings that are challenging, relevant, collaborative, student-directed, and connected to real-life situations. Students are assessed on their mastery of knowledge and skills and have multiple opportunities to demonstrate that mastery. Educators are supported in creating student-centered learning environments through opportunities for reflection, collaboration, and leadership. Research shows that such settings are necessary for students to develop skills to succeed in college, career, and life.

Student-centered practices are more often found in schools serving affluent and middle-class students than those in low-income communities. Creating student-centered learning environments is one effective way to address the opportunity gap for these students.

Vista Condor's Philosophy: We firmly believe that students learn best by doing, not in passive lecture-style settings. The student-centered classroom provides targeted instruction based on personalized learning goals with ample time for practice. Our current educational system is based on the antiquated notion that children should sit quietly for six hours each day while their teacher serves as the sole holder of knowledge conveyed through lectures. However, we learn language by speaking it, learn to read and write by reading and writing, and develop 21st-century skills by regularly using them in daily life. This shift from vertical to horizontal classrooms is based on a constructivist view where, optimally, the classroom provides a series of

experiences that prompt students to actively construct their own knowledge and learning (Taylor & Parsons, 2011; Vygotsky, 1987; Zepke & Leach, 2010).

- 6. Fostering Student Belonging:** Research on engagement makes clear that a sense of belonging is crucial to engagement. Emotional engagement has been deemed fundamental to human motivation (Appleton et al., 2008) and is described as a sense of belonging, relatedness, and identification with school. This state of belonging requires "frequent, affectively pleasant or positive interactions with the same individuals, and they need these interactions to occur in a framework of long-term, stable caring, and concern" (Baumeister & Leary, 1995).

According to research, emotional engagement plays a role in academic and cognitive engagement, which has a direct link to learning (Finn & Zimmer, 2012). In one study, students who reported high levels of belonging outperformed their peers, while those who reported low levels of belonging often displayed negative and anti-social behaviors, including cheating, drug and alcohol use on school grounds, and even suicidal feelings (Christenson et al., 2008; Resnick et al., 1997). School identification develops over time and is affected, positively or negatively, by a lifetime of academic successes or failures (Finn & Zimmer, 2012).

Vista Condor's Commitment: VCGA carefully attends to interpersonal relationships and engagement factors within the control of students and teachers while recognizing school-controlled factors that affect student identification with their school and overall satisfaction within students' daily routines.

- 7. Optimal School Size and Class Structure:** Research suggests that small to medium-size schools provide greater opportunities for deeper interpersonal relationships between students and teachers and among peers, higher student participation, and increased attendance—all leading factors in student engagement (Darling-Hammond & Plank, 2015; Finn, 1989; Furlong & Christenson, 2008; Finn & Zimmer, 2012; Furlong et al., 2003; Marks, 2000). While size itself may not be an active factor in engagement, it can facilitate engagement by promoting the conditions for it.

Vista Condor's Structure: We maintain an average class size of 25:1 for grades K-5, while TK maintains a 10:1 staff-to-student ratio. This model ensures the school remains a small community while providing an economically sound ratio that allows financial flexibility and strength to accomplish extensive educational goals.

- 8. Positive Discipline and Safe Learning Environment:** School culture and discipline play both regulatory and environmental roles in facilitating engagement while addressing student behaviors such as disrespect, poor attendance, fighting, and other disruptive behaviors. Constructive culture and discipline facilitate engagement by focusing on services, interventions, and program development while identifying at-promise students who would benefit from those programs.

Even perceptions of unsafe school environments can lead to student dissatisfaction and disengagement (Finn & Zimmer, 2012). Marks notes that "a positive school environment is favorable to learning by being normed for respect, fairness, safety, and positive communications" (Marks, 2000, p. 174). Studies show that strong school discipline significantly

impacts school engagement, but arbitrary or overly strict policies like zero tolerance actually have negative overall effects on engagement and achievement (Furlong et al., 2003). These policies are perceived as unfair and can lead to higher dropout rates.

Vista Condor's Approach: Creating a safe environment with structured discipline policies is essential. Too many at-risk students enter the school-to-prison pipeline precisely because of overly punitive policies that undermine student self-worth and are not aligned with child development stages. We use Way of Council to foster conditions of empathy, respect, kindness, and love in classrooms and throughout the school. Vista Condor also uses Restorative Justice principles to teach children how to grow and learn from mistakes. The humanity and dignity of every child is paramount, and discipline and safety policies always reflect this deeply held belief. Vista Condor promotes strong social-emotional competencies through the acronym GEAR: **G**rit, **E**mpathy, **A**ccountability, and **R**espect.

Comprehensive Integration: These eight conditions and structures work together to create an environment where students can achieve optimal engagement across emotional, behavioral, and cognitive domains. By carefully implementing research-based practices while maintaining focus on the whole child, Vista Condor Global Academy creates the foundation for transformative educational experiences that prepare students for success in college, career, and life.

Instructional Design and Approaches The school's instructional design centers on a fundamental shift from traditional "sage on the stage" delivery to "guide on the side" facilitation, where teachers act as coaches and mentors in personalized learning experiences. This constructivist approach provides students with series of experiences that prompt them to actively construct their own knowledge and learning through hands-on exploration, collaborative investigation, and real-world application.

Project-based learning serves as a core instructional strategy, connecting academic content to authentic real-world challenges and increasing relevance through meaningful, student-centered inquiry. Students engage in sustained projects that develop critical thinking, collaboration, communication, and creativity while building deep understanding of academic concepts. This approach is particularly powerful for young learners as it taps into their natural curiosity and need for exploration.

Kagan Cooperative Learning Structures ensure that every student participates equally and actively throughout each day. These research-based strategies incorporate four fundamental principles: Positive Interdependence, Individual Accountability, Equal Participation, and Simultaneous Interaction. Teachers receive extensive training in implementing these structures across all content areas and grade levels, ensuring consistent application of engagement strategies that promote both academic achievement and social-emotional development.

Learning Environment and Setting: Vista Condor Global Academy operates as a traditional site-based school with innovative programming that transforms the conventional educational experience. VCGA's Community School model is guided by four overarching goals aligned to the Four Pillars of Community Schools: developing and implementing comprehensive MTSS that integrates academic, behavioral, social-emotional and mental health interventions to eliminate

barriers to learning (Pillar 1: Integrated Student Supports); building capacity of educators, staff, families and administrators to engage in collaborative leadership through shared decision-making and continuous improvement (Pillar 3: Collaborative Leadership); strengthening family and community partnerships to create collaborative support networks that enhance student success (Pillar 2: Family & Community Engagement); and enhancing extended learning opportunities to foster engagement and improve academic achievement among all student groups (Pillar 4: Extended Learning Time and Opportunities).

VCGA's physical learning environment includes specialized spaces such as the innovation lab that supports STEAM learning and global competence development. Classrooms are designed as flexible, collaborative spaces that support differentiated instruction and multiple learning modalities. Technology integration includes one-to-one devices starting in second grade, comprehensive Wi-Fi access, and digital learning platforms that extend learning beyond the school day. The school's innovation village provides students with hands-on experiences in emerging technologies while maintaining focus on academic content mastery.

The learning environment emphasizes safety, belonging, and cultural responsiveness through practices such as Way of Council, which creates structured opportunities for meaningful dialogue and community building. Restorative justice approaches replace punitive discipline policies, fostering environments where students feel emotionally safe to take academic risks and engage authentically in their learning.

Curriculum Alignment and Standards All curriculum and instruction at Vista Condor Global Academy is rigorously aligned State Standards. The Charter School utilizes research-based curriculum materials including MyView for English Language Arts, i-Ready Math for mathematics, and Amplify Science for science instruction.

The curriculum integration emphasizes interdisciplinary connections through global competence themes and STEAM applications. Social Studies instruction incorporates four main disciplines of History, Geography, Civics, and Economics through globally focused, thematic units that build students' understanding of themselves and their place in an interconnected world. Arts education is woven throughout all content areas as a universal language that provides connections across cultures and disciplines.

Physical Education programming, delivered in partnership with Active Education, integrates character development with fitness and wellness education. Technology serves as a global strand throughout the curriculum, providing students with essential digital literacy skills while supporting academic content mastery and creative expression.

Mission Alignment The educational program demonstrates strong alignment to Vista Condor's mission through its integrated focus on global competence and STEAM readiness. Every instructional decision is evaluated through the lens of student engagement research and the school's commitment to developing globally competent, academically proficient students who can contribute meaningfully to their communities.

The program's emphasis on cultural responsiveness, social justice, and equity directly supports the school's mission to close achievement gaps for historically underserved students. Through project-based learning, students investigate United Nations Sustainable Development Goals and

engage in authentic problem-solving that connects local issues to global significance, embodying the school's commitment to developing students who understand their role in creating positive change.

Assessment and Progress Monitoring Vista Condor Global Academy implements comprehensive assessment and progress monitoring systems that inform instruction and ensure all students make appropriate academic progress. The school utilizes multiple measures including formative and summative assessments, diagnostic assessments, state assessments, and ongoing teacher observations to gather comprehensive data about student learning and development.

Data-driven instruction forms the foundation of the school's approach to meeting diverse student needs. Teachers use weekly formative assessments to understand student successes and areas needing additional support, with results driving follow-up lesson planning, instruction, and intervention decisions. Grade-level teams create assessment calendars aligned with curriculum pacing and collaborate regularly to review student progress and determine next steps for instruction.

Progress monitoring for special populations includes specific protocols for English Learners through annual ELPAC assessments and ongoing ELD progress tracking, special education students through IEP goal monitoring and related service coordination and academically struggling students through MTSS data collection and intervention adjustment procedures.

The school's commitment to continuous improvement ensures that assessment data informs program effectiveness evaluation and instructional practice refinement. Regular data analysis sessions involving teachers, administrators, and support staff create collaborative decision-making processes that maintain focus on student outcomes and educational excellence for all learners.

SUPPORTING STUDENTS THROUGH MTSS

Vista Condor Global Academy implements a comprehensive Multi-Tiered System of Supports that addresses the academic, behavioral, and social-emotional needs of all students, with particular attention to those not meeting expected pupil outcomes. This systematic approach ensures that struggling students receive increasingly intensive support while maintaining access to grade-level content and high expectations for achievement.

VCGA 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 curriculum implementation, which deliberately integrates both academic excellence and social-emotional development. At the heart of the educational model lies a sophisticated, data-driven support system where the Coordination of Services Team (COST) serves as the cornerstone of 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.

VCGA's commitment to student success extends beyond the instructional day through comprehensive after-school tutoring programs focusing on reading and math, open to all students. To ensure consistent support throughout the school day, VCGA maintains a dedicated budget for instructional aides across all grade levels, providing crucial classroom assistance that enables more individualized attention for students.

- **Tier 1 Universal Supports** All students receive enhanced core instruction through research-based curriculum materials and differentiated teaching strategies. Instructional aides provide additional support directly within general education classrooms, working collaboratively with teachers to strengthen instruction for all students. Classrooms are equipped with comprehensive literacy libraries and resources that support academic vocabulary development and current events integration across content areas.

Universal screening and ongoing progress monitoring identify students who may need additional support before academic gaps widen. All students in grades TK-5 engage in integrated, multidisciplinary learning through year-long Global Project initiatives where they investigate real-world problems, strengthening academic language development and critical thinking skills essential for success.

- **Tier 2 Targeted Interventions** Students requiring additional support receive intensive small-group instruction provided by qualified instructional staff. Using diagnostic data from multiple sources including i-Ready assessments and ongoing teacher observations, intervention groups consisting of 3-5 students meet four times weekly for 30-minute sessions targeting specific skill gaps in foundational areas such as phonemic awareness, reading fluency, and academic vocabulary development.

Teachers and students utilize hands-on manipulatives and concrete learning tools during intervention sessions, with progress monitored bi-weekly and data-driven adjustments made to instruction accordingly. These targeted interventions maintain connection to grade-level standards while providing intensive skill development in areas of greatest need.

- **Tier 3 Intensive Individual Support** Students requiring the most intensive support receive individualized interventions through after-school tutoring programs staffed by both certificated and classified personnel. These sessions integrate English Language Arts and mathematics instruction through hands-on, STEAM-based activities delivered during bi-weekly Innovation Village experiences, ensuring coherent skill application across disciplines.

Individual student support may include one-on-one tutoring, specialized curriculum modifications, and wraparound services that address barriers to learning including social-emotional, behavioral, and family support needs. The school's partnership with community organizations through its Community School model provides additional resources and support for students and families facing multiple challenges.

Student Success Team Process The Student Success Team serves as the primary vehicle for Tier 3 intervention planning and coordinates comprehensive support for students experiencing significant academic, behavioral, or social-emotional challenges. The SST process brings together all stakeholders connected to the student including teachers, parents, administrators, and community partners to develop and implement targeted intervention strategies.

The SST follows a structured problem-solving process that identifies student strengths, clarifies areas of concern, develops actionable strategies with clear timelines and responsibilities, and establishes follow-up procedures to monitor progress. When SST interventions prove insufficient, the team may consider referrals for special education evaluation or Section 504 services to ensure students receive appropriate support.

Plan for Students Who Are Academically High-Achieving

Identification and Recognition: Gifted and high-achieving students represent one of the most underserved populations in schools with high percentages of economically disadvantaged students. In many underperforming schools, these students are frequently misidentified due to behavioral concerns and may be incorrectly placed in Special Education programs when their academic needs are not being met.

VCGA is committed to proactively seeking and identifying gifted and high-achieving learners. Research indicates that approximately 10% of any school's population demonstrates giftedness, and our identification process reflects this understanding. At VCGA, identification begins in kindergarten with careful observation of students who demonstrate abilities significantly beyond their peers or developmental expectations.

Beginning in second grade, students who have been previously identified or show current indicators of giftedness undergo formal testing. Our ongoing evaluation of student achievement ensures that high-achieving learners are quickly recognized and provided with appropriate support and opportunities to excel academically.

Parent and Guardian Involvement

Classroom teachers maintain direct contact with parents of academically high-achieving students to discuss student performance and develop strategies for deeper engagement that adequately challenge gifted learners. Parents receive notification through written communication or phone contact to establish conference meetings where meaningful dialogue about their child's academic trajectory can occur.

Family members provide invaluable information about their child's strengths, needs, and learning styles, which directly informs the supports and enrichment opportunities the student receives at school. This collaborative partnership ensures that both home and school environments work together to nurture exceptional academic potential.

Student portfolios enhance parent involvement through components that actively engage families in their child's development, personal aspirations, and identification of specific learning needs. Family conferences are held for all students in the fall and spring to discuss progress and

establish learning goals, with this process being equally important for gifted and high-achieving students as it is for those requiring additional academic support.

Progress toward established goals is communicated through regular progress reports, supplemented by calls, emails, and in-person meetings involving parents, teachers, and administrative staff as needed. This constant communication between school and families builds stronger partnerships that effectively support children across all ability levels and academic needs.

Academic Supports and Enrichment

All VCGA curricular programs emphasize student engagement and daily differentiation to meet diverse learning needs. The curriculum and programmatic choices at VCGA provide extensive opportunities for high-level thinking and complex problem-solving that challenge advanced learners appropriately.

Our focus on global outcomes and competencies provides real-life application and deep relevance that particularly serves gifted learners who often seek meaningful connections between their studies and the wider world. Every student has access to a Chromebook or similar device, enabling them to access mentor texts, supplemental programs, and specialized applications that can extend and enrich their learning experiences.

The Amplify science curriculum engages learners through hands-on experimental approaches that provide opportunities for advanced thinking skills and scientific inquiry. Students in grades four through six have access to leadership opportunities through our student council program, allowing them to develop organizational and interpersonal skills while contributing meaningfully to the school community.

A cornerstone of our approach involves guiding students to develop their own learning goals and objectives, fostering metacognitive awareness and self-directed learning skills that serve gifted learners throughout their academic careers. This student-driven goal setting ensures that high achievers take ownership of their educational journey while receiving appropriate guidance and support.

Progress Monitoring and Assessment

High-achieving and gifted students receive systematic monitoring through comprehensive teacher observations, active family engagement, and ongoing review of individual academic progress. Students are encouraged to articulate their own academic needs and aspirations as integral components in developing their personalized learning plans and student portfolios.

VCGA systematically tracks the percentage of identified gifted and high-achieving students, comparing this data to the research-based benchmark of approximately 10% found in most school populations. This data analysis helps ensure our identification processes are effectively recognizing academic giftedness across all student demographics.

Behavioral challenges are carefully examined as potential indicators that a gifted or high-achieving student may not be receiving adequate academic challenge. When behavioral concerns arise, the school investigates whether unmet academic needs contribute to the

difficulties, ensuring that appropriate interventions address both the behavioral manifestations and the underlying academic requirements.

Through this comprehensive monitoring approach, VCGA ensures that gifted and high-achieving students receive continuous support that matches their evolving academic needs while maintaining appropriate challenge levels that promote sustained intellectual growth and engagement.

Plan for Students Who Are Academically Low-Achieving

Vista Condor Global Academy serves a student population where many have historically faced barriers to academic achievement. Our mission centers on addressing these challenges through targeted support, high expectations, and equitable access to rigorous, engaging instruction.

We firmly believe all children can thrive academically when provided with appropriate learning conditions. While students may enroll significantly below grade level in one or more academic areas, we are committed to ensuring each child receives proper assessment and support to reach their full potential. The school creates these optimal learning conditions through classroom and school environments that are emotionally safe and developmentally appropriate.

Assessment and Identification

Vista Condor employs multiple assessment tools to identify students who are academically low-achieving. All incoming kindergarten students receive universal screening for dyslexia and other reading difficulties, with this screening continuing for all students through second grade. Additionally, i-Ready diagnostic assessments in language arts and mathematics are administered to all students multiple times throughout the academic year.

The Expanded Learning Opportunities Program (ELOP) provides students with comprehensive academic and social enrichment through daily after-school support, before-school programming, intervention periods during the school day, and summer school programming. This wraparound approach ensures continuous learning opportunities and targeted support for accelerating achievement across all student populations and learning needs.

Multi-Tiered System of Supports

VCGA implements a comprehensive three-tier intervention framework designed to accelerate student learning and close achievement gaps through systematic support.

Tier 1: Universal Core Instruction Enhancement

At the foundational level, instructional aides provide additional support directly within general education classrooms, working collaboratively with teachers to strengthen core instruction for all students. Every classroom is equipped with comprehensive literacy libraries, including Time magazine subscriptions that feature grade-level appropriate articles to support current events integration and academic vocabulary development.

All students in grades TK-5 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 strengthens academic language development across content areas while building the critical thinking and collaboration skills essential for English Learners' success.

Tier 2: Targeted Group Interventions

Students requiring additional support receive intensive small-group instruction through our targeted intervention program. Using i-Ready diagnostic data and ongoing teacher observations, intervention groups consisting of three to five students meet four times weekly for 30-minute sessions that target specific skill gaps in phonemic awareness, reading fluency, and academic vocabulary development. Teachers and students utilize i-Ready manipulatives and tools during these intervention sessions to provide hands-on, concrete learning experiences. Progress is monitored bi-weekly, with data-driven adjustments made to instruction accordingly to ensure maximum effectiveness.

Tier 3: Intensive Individual Support

Students requiring the most intensive intervention receive individualized support through after-school tutoring programs staffed by both certificated and classified personnel. These sessions integrate ELA and mathematics instruction through hands-on, STEAM-based activities delivered during bi-weekly Innovation Village experiences, ensuring coherent skill application across disciplines and providing multiple pathways to understanding.

Parent and Guardian Involvement

Vista Condor Global Academy maintains strong, proactive communication with all families, viewing them as essential partners in student success. While teachers reach out directly to parents of academically struggling students to discuss performance and targeted improvement strategies, consistent communication is maintained for all learners regardless of achievement level through regular updates, progress reports, and scheduled conferences.

Teachers actively seek input from parents to better understand each child's strengths, learning preferences, and areas for growth. This collaborative approach ensures that instruction and support are tailored to meet individual needs while building shared commitment to high expectations and academic excellence.

Student portfolios enhance parent involvement by including components that allow families to participate in their child's development, personal aspirations, and identification of specific needs. Family conferences are held for all students in the fall and spring to discuss student progress and set learning goals. Progress toward these goals is communicated through regular semester progress reports, with additional communication provided as needed through calls, emails, and in-person meetings involving parents, teachers, and administrative staff.

Support Systems and Interventions

All students are fully integrated into the general education setting within an engaging, active educational program designed to accommodate the full range of academic performance, including academically low-achieving students.

VCGA employs an Intervention Coordinator who facilitates the academic intervention program, using diagnostic data to identify needed academic supports. Additionally, a Behavior Interventionist supports students through a restorative framework to reinforce positive behavior and develop trusting relationships throughout the school community.

These specialized coordinators provide support through various modalities including one-on-one assistance, push-in classroom support, small group instruction, and pull-out support as determined by individual student needs and circumstances.

Student Success Team Process

The Student Success Team operates as a student-centered process that reviews individual strengths and areas of concern in academics, behavior, or other relevant areas. Serving as the main vehicle for Tier 3 intervention strategies, the SST plans comprehensive strategies and organizes resources to assist students, parents, administrators, and teachers address concerns that interfere with academic success.

As a general education function, the SST benefits all students, including those achieving below or above grade level, English Learners, students with educational needs, and students who have experienced emotional trauma or behavioral issues. Any VCGA family member or staff member with concerns about a student may initiate an SST referral.

SST meetings convene supportive teams in positive atmospheres to determine and implement optimal strategies for student success. Participants may include teachers, parents, counselors, doctors, administration, social workers, and law enforcement representatives as appropriate to the student's needs.

The SST meeting follows a structured process that begins with introductions of team members and participants, followed by explanation of the meeting's purpose and process. A timekeeper is appointed to track meeting minutes while the team identifies student strengths before moving to discussion and clarification of concern areas. Pertinent information and modifications are documented as concerns are synthesized with one or two selected for primary focus.

The team then brainstorms and selects intervention strategies, identifying actionable approaches with individual commitments assigned to team members. Responsible persons and timelines for all actions are recorded, and follow-up dates are established to ensure accountability and progress monitoring.

Following SST plan implementation and follow-up evaluation, if problems persist, the team discusses and implements plan revisions. However, when deemed necessary by the SST, referrals for special education or Section 504 assessment may be recommended to ensure students receive appropriate specialized services.

Progress Monitoring and Data Analysis

Student progress is monitored continuously through comprehensive assessment approaches that include teacher observation, classroom assessments, and benchmark assessments. Teachers meet monthly to analyze student data and make data-driven decisions that identify student needs and adjust instruction accordingly.

When intervention supports do not lead to sufficient progress, a Student Success Team convenes to consider alternative intervention strategies. Should the SST process fail to yield adequate progress, additional steps are implemented, including potential referrals for special education evaluation and Section 504 services to ensure every student receives the support necessary for academic success.

Plan for English Learners

Educational Program

Vista Condor Global Academy believes that, for English learners to succeed, they must have a solid foundation in language and literacy. VCGA will meet all applicable legal requirements for English Learners, including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements.

The Charter School will implement policies to ensure proper placement, evaluation, and communication regarding English Learners and the rights of students and parents. Given the demographics of SAUSD, we expect to enroll approximately 25% of our student body from homes where English is not the primary language spoken. Students in all grade levels will likely have varying degrees of English proficiency and many will require ongoing support in English Language Development. We will implement research-based instructional programs and strategies to meet the specific needs of English Learners. Our ELD program will meet all applicable federal and state requirements for services to English Learners. Additionally, our program will address the process for student identification, curriculum, assessments, reporting, and re-designation as well as professional development and teacher qualifications for working with English Learners.

Home Language Survey

The Charter School will administer the home language survey upon a student's initial enrollment into a California public school (on enrollment forms).

English Language Proficiency Assessment

All students who indicate that their home language is other than English will be tested with the English Language Proficiency Assessments for California ("ELPAC"). The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat

developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- Initial Assessment (“IA”)

The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student’s time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.

- Summative Assessment (“SA”)

Students with EL designation will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results. This ensures our ability to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are assessments administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually. The ELPAC IA and SA will be administered via a computer-based platform, while the ELPAC Writing Domain for Kindergarten through 2nd grade will continue to be administered as a paper-pencil test.

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

The Charter School will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from publisher. The ELPAC shall be used to fulfill the requirements under the ESSA for annual English proficiency testing.

- Instructional Services

English Learner Advisory Committee (ELAC)

VCGA will have a committee comprised of parents, staff, and community members specifically designated to advise school officials on English Learner program services for any school year where we have 21 or more English learners. The ELAC shall be responsible for advising VCGA on programs and services for English learners and on the development of the Charter School’s Local Control and Accountability Plan (LCAP).

English Learners will receive high-quality instruction in English Language Development (also referred to within our school as Academic Language Development), in all content core subjects to ensure that they acquire English language proficiency and access to the State Standards

Teachers at VCGA will use the following effective research-based strategies and techniques to provide quality, comprehensive, and rigorous standards-based teaching for English Learners:

- Provide clear expectations of big ideas and concepts—clearly state and explain essential grade-level standards in student language. Graphic organizers can be used to teach the standards;
- Make linkages obvious and explicit-- clearly state how key concepts relate to each other and across the curriculum. Use visual displays to teach standards and concepts such as charts, diagrams, and mind mapping;
- Connect to student’s prior knowledge and interest-- ask questions, make comparisons, and relate topic to current and past events;
- Provide scaffolding and support—use verbal and written prompts to remind

students of key points, physically assist students, and provide study or note-taking guides;

- Use conspicuous steps and strategies— follow specific procedures to solve problems or use a process. Use mnemonics and explicitly teach students organizational structure of text;
- Review for fluency and generalizations-- provide students many opportunities to practice what they learn (guided and independent), supply feedback on their learning, and offer multiple reviews of concepts and skills;
- The professional development scope and sequence has been realigned to use the CA ELD Standards as a staple of our professional learning design to ultimately:
 - Provide a framework to guide our internal assessment system to ensure that all ELs make progress in the English language knowledge, skills, and abilities needed to become college- and career-ready;
 - Set clear developmental benchmarks that reflect ELs' English language proficiency at various developmental stages in a variety of cognitive and linguistic tasks;
 - Reflect expectations of what ELs should know and be able to do with the English language in various contexts;
 - Provide teachers with a foundation for delivering rich instruction for ELs so that they can help their students develop English proficiency and prepare ELs to meet grade-level academic achievement standards.

Teachers also guide students in understanding that learning is a life-long process by having them partake in inquiry and project-based learning that helps them organize their own thinking and learning around projects. This process allows students to pose questions or problems, problem solve, make decisions, and investigative activities.

Progress Monitoring

VCPS monitors student progress to ensure that all educational programs meet compliance requirements and to determine program effectiveness. Legal requirements and Board policies are followed closely to ensure appropriate implementation of English Learner programs. Student progress is monitored annually using school-adopted formative and summative assessments. The assessments are used to determine students' English language proficiency in English as well as academic performance.

Student data is disaggregated and reviewed annually by school administrators and teachers. Students are expected to show growth annually as measured by the ELPAC. Data from the annual administration is compiled to identify individual students who are not meeting this expectation, and appropriate interventions are applied at the school site. Schools' ELAC committee of teachers and parent representatives meet annually to evaluate the program for English learners.

The staff at Vista Condor Global Academy will monitor student progress in all academic areas. Teachers will provide differentiated instructional techniques and strategies based on analysis of student data to equalize access to the curriculum.

Possible interventions for students who are not making adequate progress toward academic standards include:

- Targeted support during school hours
- Monitor potential RFEP candidates and students who recently reclassified
- Primary language support
- Intervention/intersession supports
- ELPAC Academy during designated ELD time
- Student progress monitoring
- Goal setting /goal monitoring through the Personal Learning Plans Monitoring

Student Progress of English Learners and Reclassified Students

Using progress-tracking tools, teachers measure students' mastery of the ELD standards throughout the year. The ELD data provides targeted outcomes that are analyzed and used for differentiation of instruction, authentic assessment, and evidence of growth. Observations and informal assessments are ongoing and a natural outcome of effective ELD instruction. The ELPAC will be administered in the spring (Feb – May) to all students and to all incoming students new to U.S. schools throughout the year. The results are tied directly to instruction through grade-level planning and targeted lesson development.

VCPS schools' expectation is for students who start with us in transitional kindergarten or kindergarten to progress through the levels of proficiency and re-designate as fully English Proficient (RFEP) before they move on to middle school.

Schools are working to address the needs of English Learners in their classrooms. Our schools enlist the following approaches to support our English Learners:

- Use formative assessment to guide instruction,
- Focus on building students' oral and written academic language,
- Validate primary language development while using it to support engaging and relevant curriculum.

For students to have true access to content, our teachers carefully consider the language demands and scaffold their instruction to meet both language and content objectives. Building relationships with students and parents and creating a positive learning environment in which students feel challenged and engaged are also crucial factors in addressing the needs of long-term English learner students (LTELs).

Strategies for English Learner Instruction and Intervention

We validate the primary language development of students still seeking to gain their English language proficiency. Although the class instruction is in English, teachers recognize that their students are not fluent English speakers, and adjust their instruction accordingly. Teachers use weekly formative data to provide students with academic support during class on an individual and small group basis. Teachers also facilitate precise partnering to provide opportunities for collaboration that has peers explain ideas and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close readings of a variety of grade-level texts and viewing multimedia.

Throughout the curriculum, teachers utilize researched-based strategies specific to the needs of English Learners with a focus on making academic input comprehensible.

Strategies for effective instruction include:

- Use of realia and manipulatives
- Use visuals (drawings, photos, posters, graphs, tables, maps, multimedia presentations, reproductions of paintings, and documents)
- Use graphic organizers (matrices, Venn diagrams, webs)
- Planned opportunities for meaningful interactions between students
- Use of body language and gestures
- Slower speech rate
- Clear enunciation
 - Controlled vocabulary
 - Checking for comprehension
 - Incorporating songs and plays into lessons

- Reducing negative feedback and increasing positive feedback to reduce student anxiety
- Pre-teaching/re-teaching important vocabulary as well as providing background information prior to commencing the lesson
- Providing abundant opportunities to participate in oral language activities
- Forming flexible grouping of students
- Instructing in small groups

Reclassification Criteria

Students who have been identified as EL and who subsequently demonstrate that they are able to compete effectively with English-speaking peers in mainstream classes, will be reclassified as fluent English proficient according to the following guidelines:

Reclassification Criteria	
	<ul style="list-style-type: none"> □ Annual ELPAC Scores <i>Overall annual ELPAC score of 4</i> □ Teacher Evaluation The teacher evaluates if the student will be successful in a Mainstream English Program based on a review of: <ul style="list-style-type: none"> ○ Report Card/Progress Monitoring Tool – Report card marks and Progress Monitoring Tool indicating proficiency. ○ Norm-Referenced Assessments – Comparison of students “in basic skills against and empirically established range of performance in basic skills based upon the performance of English proficient pupils” utilizing the score and/or performance level resulting from a recent objective assessment such as Smarter Balanced or Diagnostic assessments that are administered to all students of the same age. □ Parent Opinion/Consultation A Notice is sent home for parent consultation/approval.

The academic progress of RFEP students is monitored for a minimum of four years, as required by state and federal guidelines. If their progress toward mastery declines or stalls, interventions are provided to ensure that these students reach and maintain grade-level academic proficiency.

Supervision of Instruction

The Principal and/or Assistant Principal will conduct regular classroom observations to ensure the consistent implementation of effective language-based strategies in core content classes.

In addition, the staff at Vista will continuously evaluate EL progress by analyzing ELPAC results, EL assessment data, student work, and classroom observations. Based on our analysis, Vista staff will make necessary changes and adjustments to the EL program to improve the academic success of our EL students.

Professional Development

The leadership team will work closely with an ELD consultant to define the professional development scope and sequence for the year. The focus for each year's professional development plan aims to support the adoption of the new California English Language Development Standards while addressing the rigor of the California Common Core State Standards

Additionally, professional development will raise the professional community's awareness of the reality that all students are learning language in all content areas by focusing on:

- Supports for students that have reclassified
- Teaching to Language Acquisition
- Planning content for the children that are in our classrooms

After building awareness, teachers will be guided through a deep dive and excavation of new ELD Standards to foster:

- Clearly articulated understanding of the new ELD standards as a foundational framework for academic language acquisition.
- Understanding of how this foundational framework for academic language acquisition impacts their planning teaching and student learning.

Further and ongoing professional development will include learning and implementing core practices that foster academic language acquisition. These core practices will be used to define what the professional community at Vista Condor Global Academy thinks, believes, and does to transform the school experience for our English learners-- such as Kagan collaborative strategies and Way of Council.

Plan for Students identified as - Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged Students

Identification and Data Collection: VCGA's enrollment process serves as our primary method for collecting data on other student groups, including but not limited to foster youth, students experiencing homelessness, and socioeconomically disadvantaged students. The annual enrollment packet includes a Student Housing Questionnaire where families identify their living situation and socioeconomic status indicators. Additionally, the school identifies foster youth through CALPADS and tracks socioeconomically disadvantaged students through free and reduced lunch eligibility and other economic indicators to verify student demographic and enrollment data, ensuring accurate tracking and appropriate support allocation.

Comprehensive Support Framework: Vista Condor Global Academy employs an integrated approach combining our MTSS with our Coordination of Services Team to provide comprehensive assistance for students and families facing challenging circumstances. This dual framework ensures that vulnerable student populations receive both systematic academic and behavioral interventions through MTSS and coordinated wraparound services through COST.

Coordination of Services Team Functions: Our COST team identifies and addresses student needs holistically, ensuring that the overall system of supports works together effectively. The team operates through four primary functions:

1. **Student Identification:** Identify students who need additional supports through a school-wide referral system that captures academic, behavioral, social-emotional, and basic needs concerns.
2. **Assessment and Planning:** Assess referred students and explore both strengths and support needs to develop comprehensive intervention plans tailored to individual circumstances.
3. **Service Coordination:** Coordinate efforts to link referred students to appropriate supports by tracking progress and tailoring interventions over time, ensuring continuity of care across multiple service providers.
4. **System-Wide Analysis:** Assess learning supports and needs school-wide, make recommendations about resource allocation to administration, and actively recruit new resources to address emerging needs.

Data Tracking and Progress Monitoring: After COST assigns a student case to a provider or group of providers, tracking takes place on the student data platform Panorama Education. The team monitors which staff members have been assigned to follow-up, when and how they have

connected with the student, and what supports have been provided. Ongoing monitoring includes school assessments, academic universal screeners, and MTSS data to ensure comprehensive oversight of student progress.

This systematic approach allows the team to identify patterns, adjust interventions as needed, and ensure that no student falls through the cracks in receiving necessary support services.

Specialized Support for Foster Youth, Homeless Students, and Socioeconomically Disadvantaged Students

VCGA's foster youth, homeless, and socioeconomic disadvantage liaison maintains regular communication with students in these vulnerable populations and their families or guardians.

This dedicated support ensures:

- **Barrier Removal:** Proactive identification and elimination of barriers to learning and daily attendance that are specific to these vulnerable populations.
- **Resource Connection:** Direct connection of families and guardians with both on-campus and off-campus resources, including housing assistance, mental health services, educational materials, and basic needs support.
- **Advocacy and Navigation:** Ongoing advocacy for students within the school system and assistance navigating external systems and services that may be complex or difficult to access.

Comprehensive Support Services: VCGA provides extensive support services specifically designed to address the unique challenges faced by foster youth, homeless students, and socioeconomically disadvantaged students:

Educational Resources and Technology Access

- **Technology Resources:** Comprehensive access to technology resources including devices, internet connectivity, and digital learning platforms to ensure equitable participation in all educational activities and assignments.
- **Academic Materials:** Provision of necessary school supplies, textbooks, and educational materials to eliminate financial barriers to learning.

Extended Learning and Enrichment

- **Expanded Learning Opportunities Program:** Access to high-quality afterschool programming that provides both academic support and social enrichment opportunities, including homework assistance, tutoring, STEAM activities, and recreational programs.
- **Extended Day Support:** Safe, supervised programming that extends learning time while providing nutritious meals and social interaction opportunities.

Basic Needs Support

- **School Uniforms:** Provision of school uniforms through donations from approved vendors or school funding to ensure no student faces barriers due to dress code requirements.
- **Transportation Services:** Access to transportation to and from school, including coordination with district transportation services and community partners to eliminate attendance barriers.
- **Nutritional Support:** Access to free breakfast and lunch programs, weekend food backpacks, and holiday meal assistance as needed.

Mental Health and Counseling Services

- **Counseling Services:** Direct access to school counselors and mental health professionals trained in trauma-informed care and the specific needs of vulnerable student populations.
- **Multi-Layered Mental Health Support:** Comprehensive mental health framework including individual counseling, group therapy sessions, crisis intervention services, and connections to community mental health providers for intensive services when needed.
- **Social-Emotional Learning:** Targeted social-emotional learning interventions that address the unique challenges these students face, building resilience and coping strategies.

Integration with MTSS Framework: The support services for foster youth and homeless students are fully integrated within VCGA's broader MTSS framework, ensuring that these students receive appropriate academic, behavioral, and social-emotional interventions at the intensity level they need. This integration prevents fragmentation of services and ensures that all aspects of a student's educational experience are coordinated and mutually reinforcing.

Through this comprehensive approach, VCGA demonstrates its commitment to educational equity by providing the additional supports necessary for our most vulnerable students to achieve academic success and personal growth alongside their peers.

Special Education

Vista Condor Global Academy affirms its commitment to enrolling and providing comprehensive support for all students with disabilities who choose to attend the school. The School pledges to ensure that a free and appropriate education is provided to all students with exceptional needs. Vista Condor Global Academy will comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, the IDEA, Section 504, the ADA, and any other civil rights enforced by the U.S. Department of Education Office for Civil Rights (OCR). Furthermore, Vista Condor Global Academy will comply with AB 602, State guidelines, and all California laws pertaining to special education students.

STRUCTURE

Vista Condor Global Academy shall be its own local education agency (“LEA”) for the purposes of special education, and is a member of the El Dorado County Charter Special Education Local Plan Area (“SELPA”) (See Appendix J).

In the event the Charter School seeks membership in a different state-approved SELPA, the Charter School shall provide notice to OCDE, the SELPA, and the California Department of Education before June 30th of the year before services are to commence.

As an LEA member of the SELPA, the Charter School shall receive state and federal revenues directly, in accordance with the SELPA’s allocation plan.

The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

The Charter School may seek resources and services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. The Charter School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

The Charter School shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the Charter School shall be accessible for all students with disabilities.

Services of Students with Disabilities Under the IDEA

The Charter School shall provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA.

The Charter School shall provide services for special education students enrolled in the Charter School. The Charter School shall follow SELPA policies and procedures and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints and maintaining the confidentiality of pupil records.

The Charter School agrees to promptly respond to all County or SELPA inquiries, to comply with reasonable County or SELPA directives, and to allow the County or SELPA access to Charter School students, staff, facilities, equipment and records as required or imposed by law.

Staffing

All special education services at the Charter School shall be delivered by individuals or agencies qualified to provide special education services as required by the Education Code and the IDEA. Charter School staff shall participate in County or SELPA in-service training relating to special education.

The Charter School shall be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. The Charter School shall ensure that all special education staff hired or contracted by the Charter School is qualified

pursuant to SELPA policies, as well as meet all legal requirements. The Charter School shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Notification and Coordination

The Charter School shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. The Charter School shall adopt and implement policies relating to all special education issues and referrals.

Identification and Referral

The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School shall implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the general education program have been considered, and where appropriate, utilized.

The Charter School shall follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Assessments

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The Charter School shall determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The Charter School shall obtain parent/guardian consent to assess Charter School students.

IEP Meetings

The Charter School shall arrange and notice the necessary Individualized Education Program meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: the Principal and/or the Charter School designated representative with appropriate administrative authority as required by the IDEA; the student’s special education teacher; the student’s general education teacher if the student is or may be in a general education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the general education program at the Charter School and/or about the student. The Charter School shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

IEP Development

The Charter School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

IEP Implementation

The Charter School shall be responsible for all school site implementation of the IEP. As part of this responsibility, the Charter School shall provide parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for the Charter School's non-special education students. The Charter School shall also provide all home-school coordination and information exchange. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

Interim and Initial Placements of New Charter School Students

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area of the Charter School within the same academic year, the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to the Charter School with an IEP from outside of California during the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the Charter School conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

The Charter School shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

Non-discrimination

It is understood and agreed that all children shall have access to the Charter School and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

The Charter School shall adopt policies for responding to parental concerns or complaints related to special education services. The Charter School shall receive any concerns raised by parents/guardians regarding related services and rights.

The Charter School's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

Due Process Hearings

The Charter School may initiate a due process hearing or request for mediation with respect to a student enrolled in the Charter School if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, the Charter School shall defend the case.

SELPA Representation

The Charter School understands that it shall represent itself at all SELPA meetings.

Funding

The Charter School understands that it shall be subject to the allocation plan of the SELPA.

Section 504 of the Rehabilitation Act

Vista Condor Global Academy shall be solely responsible for its compliance with Section 504. All facilities of the School shall be accessible for all students with disabilities in accordance with the ADA.

Vista Condor Global Academy recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of Vista Condor Global Academy. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

A 504 team will be assembled by the Principal and shall include the parent/guardian, the student (where appropriate), and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records, including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by

the 504 team, which shall evaluate the nature of the student’s disability and the impact upon the student’s education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.

Tests and other evaluation materials, including those tailored to assess specific areas of educational need, and not merely those that are designed to provide a single general intelligence quotient.

Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student’s aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student’s impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If, during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free appropriate public education (“FAPE”).

In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the school’s professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary. All 504 team participants, parents, guardians, teachers, and any other participants in the student’s education, including substitutes and tutors, must have a copy of each student’s 504 Plan. The Principal shall ensure that teachers include 504 Plans with lesson plans for short-term substitutes, and that the teacher or the Principal review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student’s file. Each student’s 504 Plan will be reviewed at least once per year to determine the appropriateness of the plan, needed modifications to the plan, and continued eligibility.

Professional Development

Foundation and Philosophy: Vista Condor Global Academy prioritizes strategically planned professional development as a cornerstone of instructional excellence and student achievement. Professional learning is intentionally designed to enhance teacher effectiveness with a clear focus on increasing student engagement, deepening academic understanding, and aligning instructional practices to the school's mission.

Professional development is embedded throughout the school year, allowing for consistent collaboration, real-time reflection, and data-informed decision-making. These learning opportunities are not isolated events but part of a continuous cycle of growth that equips educators with the tools, strategies, and support necessary to meet the unique and evolving needs of their students.

At the core of truly transformative educational experience lies deep, lasting pedagogical change. Vista Condor Global Academy does not view programs as solutions in themselves but rather as purposeful tools that, when thoughtfully selected and skillfully implemented, serve as powerful platforms for teacher growth and instructional excellence. These programs act as learning laboratories—spaces where educators develop and refine strategies that ultimately lead to both academic rigor and creative instructional freedom.

Comprehensive Professional Learning Approach: VCGA implements a robust professional learning and development program for all staff to enhance instructional practices and student outcomes. All teachers participate in comprehensive instructional coaching and extensive professional development opportunities designed to support continuous growth and excellence.

VCGA partners closely with curriculum providers and educational experts to deliver high-impact professional development not only to teachers but also to school leaders, including the principal, assistant principal, and network-level staff. This inclusive approach ensures alignment in instructional vision and coherence in implementation across all levels of the organization.

Professional development is differentiated based on staff roles, content areas, grade levels, and experience levels, ensuring that all educators receive targeted support that meets their specific needs and responsibilities. Vista Condor is deeply committed to setting educators up for success by creating a culture where frequent professional conversations, coaching, and collaborative reflection are standard practice.

Professional Development Schedule and Structure

- **Summer Professional Development:** All teachers participate in five full days of summer professional development prior to the start of the school year, with an additional five days specifically designed for new teachers. This intensive preparation ensures that all educators begin the year with clear understanding of VCGA's instructional frameworks, expectations, and signature practices.
- **Academic Year Professional Development:** During the academic year, professional development occurs every Friday afternoon, providing consistent opportunities for collaboration, reflection, and skill development. This weekly structure is supplemented by five non-instructional professional development days specifically focused on data analysis and instructional planning, allowing deep dives into student progress and curriculum refinement.
- Professional development throughout the year is led by the Instructional Leadership Team, ensuring alignment with school priorities and continuity in messaging and support.

Role-Specific Professional Development

Professional development at VCGA is tailored to meet the specific needs and responsibilities of different staff roles, ensuring targeted support that maximizes effectiveness and student impact.

Administrators and Leadership Staff

Administrators and leadership staff receive specialized training designed to build capacity for effective instructional leadership and school management. Training components include:

- **Data-Driven Analysis and Instruction:** Advanced training in interpreting student data, identifying trends, and using data to inform instructional decisions and resource allocation.
- **Math and ELA Curriculum Implementation:** Deep understanding of curriculum standards, implementation strategies, and coaching techniques to support teacher effectiveness in core academic areas.
- **Developing Global Competence:** Leadership training in fostering global awareness, cultural responsiveness, and international perspective throughout the school community.
- **DDI Coaching and Observation Techniques:** Professional development in coaching methodologies, classroom observation protocols, and providing effective feedback to support teacher growth.
- **Multilingual Language Services:** Training aligned to EL Roadmap Policy to ensure effective support for English learners and multilingual families throughout the school community.

The Assistant Superintendent of Instruction provides specialized leadership coaching to the Principal to build capacity for effective instructional leadership, ensuring strong guidance and support at the highest levels of school administration.

Teachers

Teachers participate in professional development focused on classroom instruction and student engagement, with training components including:

- **Data-Driven Analysis and Instruction:** Training in collecting, analyzing, and using student data to inform lesson planning, differentiate instruction, and identify students needing additional support.
- **Math and ELA Curriculum Implementation:** Comprehensive training in delivering standards-based instruction, utilizing adopted curriculum materials effectively, and implementing research-based teaching strategies.
- **Developing Global Competence:** Training in integrating global perspectives across all subject areas, facilitating discussions about world issues, and connecting local learning to global contexts.
- **Integrated and Designated ELD Strategies:** Specialized training for supporting multilingual learners through both integrated English Language Development throughout all subjects and designated ELD instruction during specific times.

All teacher professional development is designed to support implementation of VCGA's three signature practices while building capacity for effective instruction that engages all students and promotes academic achievement.

Three Signature Practices

VCGA's curriculum and instructional approach is anchored in three signature practices that collectively shape a dynamic and student-centered learning environment: Educating for Global Competence, Kagan Cooperative Learning Strategies, and Way of Council. Each practice is rooted in research and selected for its ability to foster collaboration, empathy, critical thinking, and global awareness. Teachers, school leaders, and network staff receive targeted professional development in each area to ensure consistent implementation and continuous improvement.

Professional Development: Way of Council: Way of Council encourages deep and honest communication based on indigenous, worldwide "cultural dialogical" practices, including Native American traditions observed by Benjamin Franklin, as well as contemporary organizational management practices. Council is a formal, structured process of sitting in a circle and passing a talking piece in response to a prompt from the facilitator.

At Vista Condor, students are taught the "four intentions" of council: speak from the heart, listen from the heart without judgment, speak spontaneously without planning, and keep it lean so everyone has time with the talking piece. Council is a non-hierarchical forum for discussion where teachers sit with students in the circle rather than standing at the board delivering instruction. This allows participants to hear each other in a way that is often lacking in traditional school and classroom culture.

Benefits and Implementation: Council has proven effective in helping children appreciate the diverse backgrounds, experiences, and opinions of their classmates. Regular use of council promotes a classroom culture where children learn to connect meaningfully with their peers and adults. Being "in council" helps students develop attention, concentration, and listening skills; express themselves fully and appropriately; and suspend preconceptions.

At Vista Condor, Council extends beyond the classroom as a tradition and protocol for increasing teacher, parent, and community engagement. Participating in council provides the same benefits for adults in the school community during staff, committee, teacher/parent, or community meetings. Educators recognize that utilizing Way of Council as a governance tool models the respectful, reflective, and empathetic behaviors they aim to instill in students, reinforcing a culture of trust, active listening, and shared leadership among staff.

Comprehensive Support System: VCGA supports Way of Council implementation through:

- Continuous training from field experts
- Council Teacher Leader Network (CTLN) for implementation support and teacher guidance
- Monthly professional development linking council to state learning standards across all academic disciplines and to Restorative Justice policies and practices
- Monthly staff councils

- Parent presentations and parent council facilitation
- Annual retreats in conjunction with all Vista Charter Public Schools

Academic and Social-Emotional Integration: Council serves as a powerful, school-wide approach to building community and advancing state priorities around personalization, student well-being, and safe, inclusive learning environments. It is a structured, systemic dialogue framework ensuring every voice is heard and valued. By engaging students, staff, families, and community members in meaningful, reflective conversations, Council strengthens relationships, promotes shared understanding, and supports collaborative decision-making across all school community levels.

Within classrooms, Council fosters belonging and mutual respect by allowing students to explore commonalities, honor differences, and build authentic connections. Beyond community-building, Council actively supports development of essential social-emotional competencies including empathy, self-expression, active listening, and cooperation. It enriches academic instruction by bringing relevance and emotional resonance to standards-based curriculum, creating learning experiences that are both meaningful and transformative.

Professional Development: Kagan Cooperative Learning Strategies

All teachers receive comprehensive training in implementing Kagan structures, ensuring they have skills to move easily from principles to practices, implementing basic principles and visions as part of any lesson, at any grade level, with any curriculum. Teachers learn how Kagan strategies can be used when asking students varied questions during class, ensuring equal engagement for all students through the PIES principles: Positive Interdependence, Individual Accountability, Equal Participation, and Simultaneous Interaction.

Professional Development: Educating for Global Competence

With increasing globalization and dramatic shifts, it brings, teaching and learning must adapt to these changes (Banks et al., 2001). For teaching and learning to adapt, teacher education and educator professional development must lead the way. Professional development and support must be geared toward facilitating global and intercultural awareness among teachers and other educators to ultimately promote global competence for students.

Many educators may not be globally or culturally competent themselves, as such principles only recently became a focus in teacher preparation programs (Coleman, 2014). Therefore, before learning to facilitate and promote global competence among students, teachers must appreciate and acquire global awareness and understanding themselves.

Training Components: Teacher professional development is designed to both promote global competence and provide skills, knowledge, and information that help implement and facilitate global competency programs in the classroom (Coleman, 2014). Teachers receive adequate preparation to facilitate classroom discussions around relevant world issues, which can often include topics that are contentious or difficult to discuss. Teachers also receive professional development to effectively facilitate technology in classrooms to promote global competence.

Teachers at VCGA receive professional development from instructional coaches and consultants who work for global education networks. A focus of many network training events is building internal expertise through globally based professional development (Mansilla & Jackson, 2011).

Technology-Based Collaboration: Another avenue for professional development at VCGA is technology-based collaboration, which not only promotes global competence among students but also enhances and improves efficiency of educator professional development. To promote deeper understanding of technology's role and global collaboration, a team of teachers at VCGA attends the annual ISTE conference. This conference convenes educators from around the world to collaborate and learn from each other on ways to promote ISTE Standards and global competence through innovative curricular and pedagogical approaches.

Professional Development Structures: VCGA utilizes several specific structures to ensure teachers are continuously learning and growing their practice:

- **All Vista Days:** VCGA participates in four All Vista Days dedicated to professional development common to all Vista schools. Training includes topics such as Kagan Cooperative training, Way of Council, Danielson Framework, integrated technology, integrated English language learning, and similar initiatives.
- **Collaborative Planning Time:** Allotted time is built into the instructional schedule, allowing teachers to meet during students' enrichment courses such as music, art, ASL, and PE classes. Dedicated time for collaboration and professional learning takes place during Friday professional development sessions, ensuring ongoing alignment, reflection, and instructional planning throughout the week.
- **Peer Coaching:** Grade-level teams receive consistent meeting time and observe each other periodically, utilizing protocols to provide targeted feedback and personal growth support.
- **Instructional Rounds:** Instructional rounds are powerful collaborative structures where groups of teachers or the school identify shared struggles or concerns of practice and conduct classroom walkthroughs to intentionally learn from observed teachers' instructional practices. The premise is that many teachers are already implementing successful strategies that may not be widely known or shared.

The underlying purpose is for a community of teachers to collaboratively identify and solve problems of practice by implementing and modeling different solutions. Group efforts far outpace what individuals could accomplish alone. Additionally, instructional rounds provide non-threatening methods for school communities to review yearly goals and program implementation. At VCGA, instructional rounds are conducted yearly as a school community and, as needed, by grade-level teams.

Teacher Growth and Evaluation Framework

Danielson Framework for Growth and Development

VCGA uses the Dr. Charlotte Danielson Framework to measure and support teacher growth and development. The Danielson framework is a structured program allowing teachers to self-analyze using rubrics to distinguish whether they are proficient, below proficiency, or working toward reaching new heights in any area. It provides clear examples, enabling teachers to differentiate between performance levels.

The Danielson Framework was not intended as an evaluation tool but provides a framework that is clear and growth-oriented. The framework will not be used as a tool for continuing employment decisions at VCGA. The framework covers six major clusters:

- Cluster 1: Clarity and Accuracy
- Cluster 2: Learning Environment
- Cluster 3: Classroom Management
- Cluster 4: Intellectual Engagement
- Cluster 5: Successful Learning
- Cluster 6: Professionalism

Formal Evaluation Process

The intention of the Danielson Framework is to create learning conditions for teachers that foster growth and development without fear of failure when trying something new or difficult. For this reason, formal evaluation is separate from teacher growth and development cycles.

Formal evaluation focuses on overall teacher attitudes and effectiveness, professionalism, ability to work collaboratively, level of commitment to the school community, and dedication to providing student-centered and transformative learning experiences. VCGA and VCPS leadership can provide tools for teachers to be effective agents of learning, but individuals bring the positivity, attitudes, and passion for transformative teaching and learning that are hallmarks of Vista teachers.

For example, a new teacher who immediately endeavors to incorporate new learning after professional development with limited success but continues trying and improving toward mastery may receive a satisfactory final evaluation. Conversely, a more experienced teacher who resists change and demonstrates poor attitude during grade-level and school meetings may receive an unsatisfactory evaluation despite knowledge of curriculum and content due to poor attitude and lack of team collaboration.

This two-tiered system creates conditions for good teachers to take risks and be innovative while holding everyone accountable to high professional standards of conduct. The principal or assistant principal provides a minimum of two informal evaluations and one formal evaluation for each teacher annually. Informal evaluations track growth toward personal goals and provide timely feedback with opportunities to adjust or make needed changes. Formal evaluations track progress and commitment to growth and development, incorporate objective feedback into

goal setting, and ultimately determine continued employment at Vista and advancement on the career ladder.

Curriculum Content and Standards Alignment

Vista Condor Global Academy's curriculum provides a broad, comprehensive educational program that integrates global competence development with STEAM readiness across all content areas. The curriculum is carefully designed to meet and exceed State Standards while providing students with engaging, relevant learning experiences that prepare them for success in middle school and beyond.

English Language Arts The school utilizes MyView curriculum, providing comprehensive, student-centered approaches that integrate reading, writing, speaking, and listening while encouraging critical thinking and collaboration. These programs support foundational literacy skills and gradually build students' confidence and comprehension through engaging texts and interactive activities that connect to global themes and real-world applications.

Mathematics i-Ready Math curriculum promotes mathematical fluency, accuracy, and conceptual understanding through hands-on activities and materials that help students recognize connections between mathematical concepts and the world around them. The program emphasizes problem-solving, mathematical reasoning, and authentic application while providing differentiated instruction that accounts for varying mathematical experiences and skills in each classroom.

Science and Engineering The science program utilizes Next Generation Science Standards to emphasize inquiry, curiosity, collaboration, and scientific literacy through real-world problem-solving applications. Students engage in the eight practices of science and engineering including asking questions, developing models, planning investigations, analyzing data, using computational thinking, constructing explanations, engaging in evidence-based argumentation, and communicating scientific information.

Social Studies The globally focused Social Studies Framework builds students' understanding of themselves and the world through investigation, thematic units, and essential questions that honor diverse backgrounds and cultures while deepening self-awareness and global consciousness. The curriculum includes History, Geography, Civics, and Economics instruction delivered through multiple formats including informational texts, research and writing projects, integrated thematic units, and interdisciplinary project-based learning.

Arts and Physical Education Arts education serves as a bridge across cultural and academic divides, fostering identity development and respect for diverse cultures while supporting second language learners through essential scaffolds for understanding. Music, visual arts, and dramatic arts are integrated throughout the curriculum to reinforce academic themes and provide opportunities for creative expression and cultural exploration.

Physical Education programming promotes lifelong fitness habits and wellness education while building character development through partnership with Active Education. The program

emphasizes the connection between physical fitness and mental health, providing students with tools for stress management and emotional regulation that support overall academic success.

This comprehensive curriculum approach ensures that all students, regardless of their academic starting point or learning needs, have access to rigorous, engaging instruction that prepares them for future educational success while developing the global competence and 21st-century skills necessary for meaningful participation in an interconnected world.

Content Area: Curriculum & Instructional Materials

Curriculum	Description
English Language Arts	
SAVVAS MyView Literacy	MyView Literacy is grounded in the Science of Reading and provides comprehensive English Language Arts instruction. The program features explicit daily foundational skills instruction combined with knowledge-building activities that create an engaging pathway to reading and writing success for all students. Each unit includes grade-level texts, writing development opportunities, vocabulary expansion, and decoding skills instruction. The curriculum includes assessment tools, visual planning resources for teachers, and support for targeted instruction.
i-Ready- Diagnostics	All students receive I-Ready diagnostic assessments for literacy development three times per year: beginning, mid-year progress check, and end-of-year final assessment. The diagnostic measures phonological awareness, phonics, high-frequency words, vocabulary, literature comprehension, and informational text comprehension. Individual score reports help teachers and parents collaborate to set personalized learning goals for each student.
Mathematics	
i-Ready Math Diagnostic (K-5)	i-Ready math diagnostics are aligned to state standards and assess student performance across core domains: number and operations, algebra and algebraic thinking, measurement and data, and geometry. This adaptive assessment adjusts question difficulty based on student responses, providing individualized testing experiences that accurately measure each student's mathematical understanding and create personalized learning pathways.
Classroom Mathematics	This comprehensive mathematics program combines diagnostic assessment with personalized instruction. After students complete the i-Ready Diagnostic, the system creates individualized lesson

California (K-5) by Curriculum Associates	plans with appropriate starting points based on each learner's results. Teachers provide whole-group lessons aligned to the curriculum map, then organize students into flexible groups based on diagnostic results for targeted instruction within specific mathematical domains. Students work on challenge problems and receive immediate feedback while teachers monitor and support learning groups.
Science	
Amplify (K-5)	Amplify Science is a phenomena-based curriculum that combines hands-on investigations, literacy-rich activities, and interactive digital tools. The program enables elementary students to think, read, write, and argue like real scientists through authentic scientific practices. Each unit includes comprehensive hands-on materials—tools, consumables, and durable equipment—providing everything students need to investigate scientific phenomena in the classroom.
Social Studies	
California Studies Weekly	California Studies Weekly is a state-approved curriculum aligned with California's History-Social Science Standards. Presented in a student-friendly weekly periodical format, the program covers local geography, tribal history, and cultural diversity. Available in both print and digital formats, it includes multimedia resources, assessments, and planning tools. The curriculum supports inquiry-based learning, differentiated instruction, and includes Spanish editions to ensure accessibility and engagement for diverse classrooms.
Social-emotional Learning	
Health and Wellness Studies Weekly (K-5)	This Tier 1 K-5 health curriculum, based on the National Health Education Standards, helps students develop comprehensive wellness skills across physical, mental, social, academic, and emotional domains. The program provides structured lessons and activities that promote overall student well-being and healthy lifestyle choices.
Second Step (TK-5)	Second Step is a research-based social-emotional learning curriculum designed to help students develop essential life skills. The program aims to reduce impulsive and aggressive behaviors while increasing social competence and protective factors. Built on cognitive behavioral intervention models, social learning theory, empathy research, and social information-processing research,

	Second Step provides systematic instruction in emotional regulation, social skills, and problem-solving strategies.
TK Curriculum	
Three Cheers by SAAVAS	Three Cheers is a comprehensive play-based preschool curriculum that prepares children for kindergarten success by integrating early literacy, mathematics, social-emotional development, and physical growth. Organized into nine thematic units built around high-quality children's literature, the program promotes hands-on learning, purposeful play, and family engagement. Digital resources are integrated through Savvas Realize, and the curriculum includes ongoing assessments and progress monitoring to support each child's developmental growth and kindergarten readiness.

Community School Vision and Commitment

VCGA's Community School vision represents a fundamental reimagining of what education can and should be. By recognizing and nurturing the interconnected nature of academic success, family engagement, and community support, VCGA is creating an educational environment that transforms not just individual students but entire communities. Through careful implementation of the four pillars and steadfast commitment to equity, VCGA is building a model that demonstrates the profound impact possible when schools, families, and communities unite in support of student success.

This comprehensive approach to education recognizes the interconnected nature of academic success, family engagement, and community support, creating a transformative educational environment that prepares all students for success in college, career, and civic life while strengthening the entire community. The Community School model demonstrates that when schools, families, and communities work together with shared purpose and commitment, every student can reach their full potential and become agents of positive change in their world.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

VCGA shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504, including any investigation of any complaint filed with VCGA alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. VCGA shall notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

VCGA does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

VCGA shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 – 49013.

UNIFORM COMPLAINT PROCEDURES

VCGA shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including all applicable requirements of California Code of Regulations, title 5, sections 4600 et seq.

LEGAL AND POLICY COMPLIANCE

VCGA shall comply with all applicable federal, state, and local laws and regulations, as it relates to charter schools.

VCGA shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, and Education Code Section 47604.33.

GOALS AND ACTIONS IN THE STATE PRIORITIES

Pursuant to Education Code Section 47605(c)(5)(A)(ii), the Charter School has included a reasonably comprehensive description of its goals and actions in the state priorities, schoolwide and for all numerically significant student subgroups, in Element 2.

ELEMENT 2: MEASURABLE PUPIL OUTCOMES

Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school. Education Code section 47605(c)(5) (B)

GOALS, ACTIONS, AND OUTCOMES IN THE STATE PRIORITIES

GOAL #1

Educating the Whole Child: Our rigorous educational program will empower students to become engaged, compassionate global citizens through an innovative STEAM and CTE-focused educational experience that integrates academic excellence with social-emotional development. Guided by the California Community Schools Framework and its four pillars, we will implement a comprehensive Multi-Tiered System of Supports 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.

Related State Priorities:

- | | | |
|----------------------------|---------------------------------------|---------------------------------------|
| <input type="checkbox"/> 1 | <input checked="" type="checkbox"/> 4 | <input checked="" type="checkbox"/> 7 |
| <input type="checkbox"/> 2 | <input checked="" type="checkbox"/> 5 | <input checked="" type="checkbox"/> 8 |
| <input type="checkbox"/> 3 | <input checked="" type="checkbox"/> 6 | |

Local Priorities:

- : Priority 7
:

Specific Annual Actions to Achieve Goal

Universal Screening and Progress Monitoring:

VCGA will administer i-Ready Diagnostic Assessments for ELA and Mathematics 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.

Data Analysis and Inquiry Cycle Process:

VCGA has implemented 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.

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.

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.

Data-Driven Instructional Response System:

Assessment results will drive immediate instructional adjustments through daily lesson modifications based on exit ticket and formative assessment outcomes. Teachers will implement flexible grouping strategies informed by real-time student performance data and design targeted skill-building activities 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.

Professional Learning and Accountability:

The principal will facilitate monthly data inquiry sessions during staff meetings, providing teachers with protocols for data analysis, interpretation strategies, and evidence-based instructional responses. These collaborative sessions will focus on student learning outcomes and instructional effectiveness, fostering a culture of continuous improvement. Quarterly data reports will be shared with Vista Public Schools Central Office, school leadership team, and teaching staff to ensure transparency

Multi-Tiered System of Supports Framework VCGA is committed to accelerating student learning to close achievement gaps through a comprehensive multi-tiered system of support that encompasses the following intervention framework:

- **Tier 1 - Universal Core Instruction Enhancement:** Instructional aides will provide additional Tier 1 support directly within general education classrooms, working collaboratively with teachers to strengthen core instruction for all students. Classrooms will be equipped with comprehensive literacy libraries, including Time magazine subscriptions featuring grade-level appropriate articles to support current events integration and academic vocabulary development.

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.

- **Tier 2 - Targeted Group Interventions:** Additional instructional aides will provide intensive small-group instruction for identified at-risk learners, with particular focus on English Learners. Using i-Ready diagnostic data and ongoing teacher observations, intervention groups consisting of 3-5 students will meet four times weekly for 30-minute sessions targeting specific skill gaps in phonemic awareness, reading fluency, and academic vocabulary development. Teachers and students will utilize i-Ready 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.

Tier 3 - Intensive Individual Support: After-school tutoring programs, staffed by both certificated and classified personnel, will provide individualized support for students requiring intensive intervention. Sessions will integrate ELA and mathematics instruction through hands-on, STEAM-based activities delivered during bi-weekly Innovation Village experiences, ensuring coherent skill application across disciplines.

Expected Annual Measurable Outcomes

Outcome #1: Increase student mastery of the English Language Arts Academic Content Standards.

Metric/Method for Measuring:

Annual CA School Dashboard performance ELA Academic Indicator

Measurement: Distance from Standard

Source: CA School Dashboard

** student group is not a numerically significant student group at this time.*

APPLICABLE STUDENT GROUPS	Baseline	2026-27 Y1 Term	2027-28 Y2 Term	2028-29 Y3 Term	2029-30 Y4 Term	2030-31 Y5 Term
All Students (Schoolwide)	-68.2	-66	-63	-60	-57	-54
English Learner Students	-86.8	-82	-77	-72	-67	-62
Socioeconomically Disadvantaged Students	-72.1	-70	-65	-60	-55	-50
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	-71.1	-70	-65	-60	-55	-50
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #2: Increase student mastery of the Math Academic Content Standards.

Measurement: Distance from Standard

Metric/Method for Measuring:

Annual CA School Dashboard performance Math Academic Indicator

Measurement: Distance from Standard

Source: CA School Dashboard

** student group is not a numerically significant student group at this time.*

APPLICABLE STUDENT GROUPS	Baseline	2026-27 Y1 Term	2027-28 Y2 Term	2028-29 Y3 Term	2029-30 Y4 Term	2030-31 Y5 Term
All Students (Schoolwide)	-68.1	-63	-58	-53	-48	-43
English Learner Students	-78.2	-73	-68	-63	-58	-53
Socioeconomically Disadvantaged Students	-71.1	-66	-61	-56	-51	-46
Foster Youth Students	*	*	*	*	*	*

Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	-69.8	-65	-60	-55	-50	-45
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #3: Increase students’ mastery of the Next Generation Science Standards (NGSS), as measured by the CA Science Test (CAST)

Metric/Method for Measuring:

CA Science Test (CAST) for grade 5

Measurement: Percentage Met or Exceeded

Source: CAST Results (Grade 5)

** student group is not a numerically significant student group at this time.*

APPLICABLE STUDENT GROUPS	Baseline	2026-27 Y1 Term	2027-28 Y2 Term	2028-29 Y3 Term	2029-30 Y4 Term	2030-31 Y5 Term
All Students (Schoolwide)	16.7%	18%	20%	22%	24%	26%
English Learner Students	4.9%	6%	8%	10%	12%	14%
Socioeconomically Disadvantaged Students	15.7%	17%	19%	21%	23%	25%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	15.7%	17%	19%	21%	23%	25%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #4: Increase the percentage of English Learners who made progress towards English Language Proficiency (ELP) as measured using ELPAC Summative Assessment.

Metric/Method for Measuring: ELPI, reported on the CA School Dashboard

** This metric only applies to the English Learner student group.*

APPLICABLE STUDENT GROUPS	Baseline	2026-27 Y1 Term	2027-28 Y2 Term	2028-29 Y3 Term	2029-30 Y4 Term	2030-31 Y5 Term
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All Students (Schoolwide)	*	*	*	*	*	*
English Learner Students	41.5%	45%	48%	51%	54%	57%
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #5: Annual reclassification rates of ELs as measured by ELPAC, in adherence to reclassification criteria.

Metric/Method for Measuring:

Reclassification rate.

Source: CALPADS

** This metric only applies to the English Learner student group..*

APPLICABLE STUDENT GROUPS	Baseline	2026-27 Y1 Term	2027-28 Y2 Term	2028-29 Y3 Term	2029-30 Y4 Term	2030-31 Y5 Term
All Students (Schoolwide)	*	*	*	*	*	*
English Learner Students	6.1%	10%	13%	16%	19%	22%
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #6: Annually increase Attendance Rate (ADA) by 0.5%

Metric/Method for Measuring:

ADA (Source: CALPADS)

** student group is not reported for this indicator.*

APPLICABLE STUDENT GROUPS	Baseline	2026-27 Y1 Term	2027-28 Y2 Term	2028-29 Y3 Term	2029-30 Y4 Term	2030-31 Y5 Term
All Students (Schoolwide)	93.6%	94%	94.5%	95%	>95%	>95%
English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #7: Annually reduce Chronic Absenteeism Rates

Metric/Method for Measuring:

Chronic Absenteeism Rate

Source: CA School Dashboard

** student group is not a numerically significant student group at this time.*

APPLICABLE STUDENT GROUPS	Baseline	2026-27 Y1 Term	2027-28 Y2 Term	2028-29 Y3 Term	2029-30 Y4 Term	2030-31 Y5 Term
All Students (Schoolwide)	28.4%	26%	24%	22%	20%	18%
English Learner Students	28.4%	26%	24%	22%	20%	18%
Socioeconomically Disadvantaged Students	28.8%	26%	24%	22%	20%	18%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	17%	16%	15%	14%	13%	12%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	29.3%	26%	24%	22%	20%	18%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #8: Maintain Suspension Rates <1%

Metric/Method for Measuring:

Suspension Rate

Source: CA School Dashboard

** student group is not a numerically significant student group at this time.*

APPLICABLE STUDENT GROUPS	Baseline	2026-27 Y1 Term	2027-28 Y2 Term	2028-29 Y3 Term	2029-30 Y4 Term	2030-31 Y5 Term
All Students (Schoolwide)	0%	<1%	<1%	<1%	<1%	<1%
English Learner Students	0%	<1%	<1%	<1%	<1%	<1%
Socioeconomically Disadvantaged Students	0%	<1%	<1%	<1%	<1%	<1%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	0%	<1%	<1%	<1%	<1%	<1%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White	*	*	*	*	*	*

Outcome #9: Maintain Expulsion Rate <1%

Metric/Method for Measuring:

CALPADS, Dataquest report

** student group is not a numerically significant student group at this time.*

APPLICABLE STUDENT GROUPS	Baseline	2026-27 Y1 Term	2027-28 Y2 Term	2028-29 Y3 Term	2029-30 Y4 Term	2030-31 Y5 Term
All Students (Schoolwide)	0%	<1%	<1%	<1%	<1%	<1%
English Learner Students	0%	<1%	<1%	<1%	<1%	<1%
Socioeconomically Disadvantaged Students	0%	<1%	<1%	<1%	<1%	<1%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	0%	<1%	<1%	<1%	<1%	<1%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	0%	<1%	<1%	<1%	<1%	<1%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White	*	*	*	*	*	*

Outcome #10: Ensure all students are participating in a broad course of study

Metric/Method for Measuring:

Percentage of students participating in an enrichment course (Broad Course of Study)

Source: CALPADS & Master Schedule

** This metric applies schoolwide.*

APPLICABLE STUDENT GROUPS	Baseline	2026-27 Y1 Term	2027-28 Y2 Term	2028-29 Y3 Term	2029-30 Y4 Term	2030-31 Y5 Term
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White	*	*	*	*	*	*

Outcome #11: Increase the percentage of students participating in all five components of the Physical Fitness Test (PFT)

Metric/Method for Measuring: Participation rate – Grade 5 students in PFT (all five components)

Source: SARC

** student group is not reported for this indicator.*

APPLICABLE STUDENT GROUPS	Baseline	2026-27 Y1 Term	2027-28 Y2 Term	2028-29 Y3 Term	2029-30 Y4 Term	2030-31 Y5 Term
All Students (Schoolwide)	27%	100%	100%	100%	100%	100%
English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*

Students of Two or More Races	*	*	*	*	*	*
White	*	*	*	*	*	*

LCFF STATE PRIORITIES
Charter Term Commencing July 1, 2026

GOAL #2

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

Related State Priorities:		
<input checked="" type="checkbox"/> 1	<input type="checkbox"/> 4	<input type="checkbox"/> 7
<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 5	<input type="checkbox"/> 8
<input type="checkbox"/> 3	<input type="checkbox"/> 6	
Local Priorities:		
<input checked="" type="checkbox"/> : Priority 1		
<input checked="" type="checkbox"/> : Priority 2		

Specific Annual Actions to Achieve Goal

Teacher Credentialing and Recruitment

- Strengthen Teacher recruitment efforts to increase and ensure 100% appropriately credentialed teacher staffing through proactive recruitment, hiring qualified candidates before position vacancies occur
- Implement comprehensive teacher screening and interview processes to ensure all hires meet credential requirements and align with VCGA's educational philosophy

STEAM-Focused Inclusive Education Program

- Deliver rigorous STEAM curriculum that fully integrates Students with Disabilities and English Learners in general education settings
- Provide targeted supports and accommodations within inclusive classrooms to enable all students to access grade-level content
- Foster peer learning opportunities where students model academic skills, language, and positive behaviors for one another
- Monitor student progress data to ensure inclusive practices result in improved academic and social-emotional outcomes

Professional Learning and Development Program

- Conduct five full days of summer professional development before each school year begins
- Provide five additional non-instructional professional learning days focused on student data analysis and instructional planning
- Deliver weekly professional development sessions throughout the academic year led by the Instructional Leadership Team
- Offer ongoing instructional coaching to all teachers to strengthen classroom practices and improve student achievement
- Align all professional development activities with schoolwide academic goals and student outcome targets

These actions directly support VCGA's mission to provide high-quality, inclusive education while building teacher capacity to serve all students effectively.

Expected Annual Measurable Outcomes

Outcome #1: Vista Condor Global Academy will ensure all teachers are appropriately credentialed and assigned.

Metric/Method for Measuring:

Annual Teacher Assignment Monitoring Outcome (TAMO) data reported by the California Department of Education (CDE); CA School Dashboard (Priority 1).

“N/A” - student group is not reported for this indicator.

APPLICABLE STUDENT GROUPS	Baseline	2026-27 Y1 Term	2027-28 Y2 Term	2028-29 Y3 Term	2029-30 Y4 Term	2030-31 Y5 Term
All Students (Schoolwide)	84.6%	100%	100%	100%	100%	100%
English Learner Students	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth Students	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

Outcome #2: Vista Condor Global Academy will ensure all students (including Unduplicated Pupils) have access to standards aligned materials.

Metric/Method for Measuring:

Curriculum/Textbook inventory

** student group is not a numerically significant student group at this time.*

APPLICABLE STUDENT GROUPS	Baseline	2026-27 Y1 Term	2027-28 Y2 Term	2028-29 Y3 Term	2029-30 Y4 Term	2030-31 Y5 Term
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learner Students	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	100%	100%	100%	100%	100%	100%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	100%	100%	100%	100%	100%	100%

Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #3: Ensure implementation of the State Academic Standards - measured by the purchase of curriculum & percentage of teachers participating in content specific professional development

Metric/Method for Measuring:

- Priority 2: Local Indicators Self-reflection tool
- Classroom observations

"N/A" - student group is not reported for this indicator.

APPLICABLE STUDENT GROUPS	Baseline	2026-27 Y1 Term	2027-28 Y2 Term	2028-29 Y3 Term	2029-30 Y4 Term	2030-31 Y5 Term
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learner Students	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth Students	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

LCFF STATE PRIORITIES
Charter Term Commencing July 1, 2026

GOAL #3

Family & Community Partnerships: Strengthen family and community partnerships to create a collaborative support network that enhances student success and school improvement efforts.

Related State Priorities:

- | | | |
|---------------------------------------|---------------------------------------|----------------------------|
| <input checked="" type="checkbox"/> 1 | <input type="checkbox"/> 4 | <input type="checkbox"/> 7 |
| <input type="checkbox"/> 2 | <input type="checkbox"/> 5 | <input type="checkbox"/> 8 |
| <input checked="" type="checkbox"/> 3 | <input checked="" type="checkbox"/> 6 | |

Local Priorities:

- : Priority 1
- : Priority 3
- : Priority 6

Specific Annual Actions to Achieve Goal

Family Governance and Decision-Making

- Establish and maintain English Language Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), and/or English Learner Parent Advisory Committee (EL-PAC) per California Education Code 52062(a)(2)
- Form Parent Advisory Committee (PAC) as required by California Education Code 52062(a)(1) to provide input on school's LCAP and programs
- Convene Community Schools Steering Committee monthly to facilitate collaboration between parents and community stakeholders
- Train parent committee members on governance roles and provide translation services to ensure meaningful participation

Safe and Welcoming Learning Environment

- Maintain enhanced security systems including surveillance cameras, secure entry protocols, and emergency communication systems
- Provide regular safety training for all staff on emergency procedures and protocols
- Conduct monthly safety drills with clear communication to families about procedures and outcomes

Regular Family Communication and Engagement

- Host monthly "Coffee with the Principal" sessions for informal family feedback and questions
- Conduct monthly general parent meetings featuring community presenters on family resources, health, safety, and student activities
- Provide translation services and childcare at all family events to ensure accessibility

Academic Partnership Events

- Organize trimester Family Night events focused on mathematics, ELA, and science with hands-on learning activities
- Facilitate trimester i-Ready Data Chat Family Nights to review student progress and set academic goals collaboratively
- Schedule student-led conferences and academic showcases each semester for families to see student learning firsthand

- Provide families with take-home resources and strategies to support learning at each event

Progress Monitoring and Communication

- Distribute monthly progress reports to all families detailing reading phonemic awareness, fluency levels, and grade-level reading rates
- Offer family training sessions on interpreting academic data and supporting learning at home
- Establish regular teacher-family communication schedules beyond formal reporting periods

Expected Annual Measurable Outcomes

Outcome #1: Vista Condor Global Academy will maintain clean & safe facilities as measured by an overall score of “Good” or “Exemplary” on the Facilities Inspection Tool (“FIT”).

Metric/Method for Measuring:

Annual FIT Score: Good or Exemplary

Source: Facility Inspection Tool (FIT) Report

“N/A” - student group is not reported for this indicator.

APPLICABLE STUDENT GROUPS	Baseline	2026-27 Y1 Term	2027-28 Y2 Term	2028-29 Y3 Term	2029-30 Y4 Term	2030-31 Y5 Term
All Students (Schoolwide)	Exemplary	Good	Good	Good	Good	Good
English Learner Students	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth Students	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

Outcome #2: Encourage parent input in decision-making including families representing Unduplicated Pupils (“UP”) and Students with Disabilities (“SWD”). (Rating: 5)

Metric/Method for Measuring:

Local Indicators - Priority 3 CDE: Self-Reflection Tool (Questions 9-12) – Rating scale

Rating Scale:

- 1 - Exploration & Research Phase;
- 2 – Beginning Development;
- 3 – Initial Implementation;

4 – Full Implementation;
5 - Full Implementation & Sustainability

“N/A” - student group is not reported for this indicator.

APPLICABLE STUDENT GROUPS	Baseline	2026-27 Y1 Term	2027-28 Y2 Term	2028-29 Y3 Term	2029-30 Y4 Term	2030-31 Y5 Term
All Students (Schoolwide)	3	3	4	4	4	5
English Learner Students	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth Students	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

Outcome #3:

Increase and solicit parent participation in programs at the school, including families representing Unduplicated Pupils and Students with Disabilities. (Rating: 5)

Metric/Method for Measuring:

Local Indicators - Priority 3 CDE: Self-Reflection Tool (Questions 1-4) – Rating scale

Rating Scale:

- 1 - Exploration & Research Phase;
- 2 – Beginning Development;
- 3 – Initial Implementation;
- 4 – Full Implementation;
- 5 – Full Implementation & Sustainability

“N/A” - student group is not reported for this indicator.

APPLICABLE STUDENT GROUPS	Baseline	2026-27 Y1 Term	2027-28 Y2 Term	2028-29 Y3 Term	2029-30 Y4 Term	2030-31 Y5 Term
All Students (Schoolwide)	4	4	4	5	5	5
English Learner Students	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth Students	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A

Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

Outcome #4: Continue to increase overall percentage of students who feel a sense of safety and school connectedness. (Goal >90%)

Metric/Method for Measuring:

Annual student survey reporting of the % Sense of safety; and % School connectedness.

“N/A” - student group is not reported for this indicator.

APPLICABLE STUDENT GROUPS	Baseline	2026-27 Y1 Term	2027-28 Y2 Term	2028-29 Y3 Term	2029-30 Y4 Term	2030-31 Y5 Term
All Students (Schoolwide)	95%/91%	>90%	>90%	>90%	>90%	>90%
English Learner Students	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth Students	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

Outcome #5: Increase percentage of parents who feel a sense of safety and school connectedness. (Goal >85%)

Metric/Method for Measuring:

Annual parent survey: % Sense of safety; and % School connectedness

“N/A” - student group is not reported for this indicator.

APPLICABLE STUDENT GROUPS	Baseline	2026-27 Y1 Term	2027-28 Y2 Term	2028-29 Y3 Term	2029-30 Y4 Term	2030-31 Y5 Term
All Students (Schoolwide)	73%/73%	75%/75%	80%/80%	85%/85%	>85%	>85%
English Learner Students	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth Students	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A

African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

Outcome #6: Maintain overall percentage of staff who feel a sense of safety and school connectedness. (Goal >90%)
Metric/Method for Measuring:
Annual staff survey:
Measuring the percentage % Sense of safety; and % School connectedness.
"N/A" - student group is not reported for this indicator.

APPLICABLE STUDENT GROUPS	Baseline	2026-27 Y1 Term	2027-28 Y2 Term	2028-29 Y3 Term	2029-30 Y4 Term	2030-31 Y5 Term
All Students (Schoolwide)	70%/70%	75%/75%	80%/80%	85%/85%	>85%	>85%
English Learner Students	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth Students	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

ELEMENT 3: METHODS OF MEASURING PUPIL PROGRESS

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(c)(5)(C)

Vista Condor Global Academy is committed to a rigorous and comprehensive assessment of student progress in alignment with the state priorities and academic content standards. Our assessment methods are designed to be consistent with the reporting requirements of the School Accountability Report Card (“SARC”), as mandated by Education Code Section 47605(c)(5)(C).

Methods for Measuring Student Progress

Vista Condor Global Academy implements a comprehensive assessment system to measure progress toward our vision for student success, tracking student mastery of grade-level standards and requisite skills in each subject area. We recognize that teaching to deep understanding and mastery is complex and cannot be approached formulaically. Therefore, we utilize multiple measures and assessments to gain a holistic understanding of each student's progress toward individual learning goals and grade-level standards.

Our assessment methods include:

1. State-mandated standardized tests, such as the CAASPP system
2. Benchmark assessments aligned with state standards
3. Project-based assessments that evaluate content knowledge and 21st-century skills
4. Ongoing formative assessments integrated into daily instruction
5. Social-emotional learning assessments to track progress in non-academic areas
6. Authentic assessments and student portfolios that demonstrate student capability
7. Attendance rates and comparative data analysis

Data Analysis and Application

VCGA’s teachers and school leaders analyze trends, significant changes, apparent conflicts, and anomalies to track individual student growth over time. We evaluate specific aggregated and disaggregated groups of students, measuring performance on state tests alongside school-based growth data and authentic assessments to gauge whole-school progress from year to year. School leaders and staff use this data analysis to address challenges and identify areas for improvement.

Communication with Educational Partners

We maintain a strong commitment to creating two-way dialogue between school staff and parents/guardians, recognizing that parental involvement and commitment is necessary for student success. We provide parent seminars to train families to actively support their children's education. Through ongoing dialogue with teachers and the Principal, parents receive continuous support throughout each academic year.

At student-led conferences, parents review their child's progress, discussing test scores, projects, schoolwork, and areas for improvement. During these meetings, we develop coordinated home and school strategies to ensure students have the best opportunity for continuous improvement.

All assessment results are reported to our educational partners (Leadership Team, teachers, Vista Governing Board, students, parents, and school community) including VCGA's annual School Accountability Report Card, ensuring transparency, accountability, and as part of our continuous schoolwide improvement cycle.

STUDENT INFORMATION SYSTEM

Vista Condor Global Academy utilizes PowerSchool as its Student Information System. This comprehensive platform provides students, parents, and staff with access to essential information including grades, attendance records, schedules, and academic progress updates.

PowerSchool streamlines communication between the school and families by offering real-time access to student data, ensuring all stakeholders stay informed about academic performance and school activities. The system's user-friendly interface makes it easy for families to monitor their student's educational progress and stay connected with their child's academic journey.

Through PowerSchool, we support our students' success by providing an accessible, centralized resource that enhances transparency and facilitates effective communication between home and school.

MANDATED STATE ASSESSMENTS

Vista Condor Global Academy complies with all state requirements for administering state-mandated tests, including computer-based assessments. The school ensures that current and accurate data is submitted and maintained in the California Longitudinal Pupil Achievement Data System (CALPADS).

VCGA measures academic progress for the entire school and specific student subgroups through annual state-mandated assessments under the California Assessment of Student Performance and Progress (CAASPP) system. These assessments include:

- CAASPP assessments in English Language Arts and Mathematics for grades 3-5
- California Alternate Assessment (CAASPP) for eligible students
- California Science Test (CAST) for grade 5

- Physical Fitness Test (PFT) for grade 5
- English Language Proficiency Assessments for California for English learners in grades K-5

These comprehensive assessments provide essential data to evaluate student achievement and guide instructional decisions across all grade levels and student populations served by VCGA.

METHODS FOR MEASURING PUPIL PROGRESS TOWARDS OUTCOMES

The assessment overview below details the local and state-mandated assessments administered by subject area and frequency. These assessments are essential for developing annual measurable outcomes and refining school-wide evaluation practices.

Our comprehensive assessment system serves multiple key purposes:

- Monitoring student academic progress and growth
- Developing annual achievement targets
- Informing instructional decisions and strategies
- Driving curricular modifications and improvements
- Supporting our Multi-tiered System of Supports
- Measuring program effectiveness in supporting student achievement

This systematic approach to assessment ensures that we maintain clear insight into student learning and can make data-driven decisions to enhance educational outcomes for all students.

Assessment	Grade(s) Administered	Description/Type	Frequency
iReady ELA	K-5	Diagnostic/Benchmark Assessment	3 times per year
iReady Math	K-5	Diagnostic/Benchmark Assessment	3 times per year
ELA CAASPP	3-5	State mandated Assessment	Annual
Math CAASPP	3-5	State mandated Assessment	Annual
ELPAC	K-5	State mandated Assessment: EL	Annual
CA Science Test	5	State mandated Assessment	Annual
Amira Reading Difficulty Screener	TK-2	Early identification reading difficulty	Annual
Formative Assessments	K-5	All Subjects	Varies
Summative Assessments	K-5	All Subjects	Varies
Performance-based Assessments	K-5	All Subjects	Varies
Physical Fitness Test (PFT)	5	State mandated Assessment	Annual

Portfolio Assessments & Student-Led Conferences

Vista Condor Global Academy uses Portfolio Assessments to evaluate student learning in both content knowledge and deeper learning skills, including critical thinking, problem solving, communication, and agency. Throughout the year, students compile diverse work products across various subjects that represent their accomplishments, academic progress, interests, and reflections.

Portfolio assessments provide a comprehensive view of student growth over time rather than performance on a single day. They allow teachers to assess complex learning skills and non-cognitive abilities that traditional assessments may not capture.

VCGA maintains an online student portfolio system that organizes and archives student achievements from transitional kindergarten through fifth grade. At the end of fifth grade, students participate in a Portfolio Defense, selecting work samples that demonstrate their progress toward the global student outcomes outlined in our educational program.

Student-Led Conferences

Student-led conferences occur twice yearly at the end of each semester, with portfolios serving as the foundation for discussion. Students prepare by compiling their semester work, reflecting on learning successes and challenges, setting new goals, and practicing how to guide family members and teachers through their accomplishments.

These conferences are scaffolded to be age-appropriate. First-grade students follow a specific protocol and practice in class to build confidence and communication skills before presenting to family members with teacher support. Fifth-grade students lead their conferences more independently, completing pre-work to develop main points, practicing with peers, and having flexibility to tailor the conference to their individual goals.

Class instruction includes dedicated preparation time to ensure students are ready and can derive meaningful learning from the conference experience.

Performance-Based Assessments

Performance-based assessments serve as culminating activities for thematic units of study, offering students multiple ways to demonstrate mastery. Teachers develop authentic, standards-aligned goals and content objectives for each unit, creating various assessment options with performance-based assessments as the culminating experience.

These assessments are complex, open-ended, and authentic, requiring students to demonstrate 21st-century learning skills through real-world applications of their knowledge and abilities.

Report Cards and Reporting Periods

Vista Condor Global Academy is committed to ensuring all students succeed and are given every opportunity to excel academically.

VCGA operates on three grading cycles during the school year (see school calendar). Our reporting system includes the following components:

- **Communication and Conferences**
 - Teachers notify parents of struggling students prior to issuing report cards
 - All students receive a parent conference during each reporting period
- **Report Card Distribution**
 - Report cards are available through the PowerSchool website
 - Hard copies are sent home to families

This comprehensive reporting system ensures consistent communication between school and home, providing families with regular updates on their child's academic progress and opportunities for meaningful dialogue about student achievement.

Pupil Promotion and Retention (PPR) Policy

Vista Charter Public Schools has created the following policy, with criteria for fluent English students (EO, IFEP, RFEP) and for Limited English Proficient students (LEP):

Grades 2-5 Criteria for Retention

- For Students Fluent in English (EO, IFEP, RFEP)
 - English/Language Arts: A final (June) Report Card English grade of 1 (Fail); **OR**
 - Mathematics: A final (June) Report Card Mathematics grade of 1 (Fail)
- **For Limited English Proficient Students (LEP) LEVELS 1-4**
 - English/Language Arts or Mathematics: A final (June) Report Card grade of 1 (Fail); **AND**
 - No advancement in overall ELPAC score (English Language Proficiency Assessments for California) for the past two years, including the present year
- **Students with Disabilities**
 - VCGA provides a fully inclusive Special Education program.
 - Will meet the criteria as indicated on their IEP.

Parent/Guardian Notification: Parents of students who have been identified for retention or at-risk for retention will be notified in writing as early in the school year as is practicable. A parent may request a meeting with the teacher or teachers responsible for the decision to retain the student.

Opportunities for Remedial Instruction: For students who have been identified for retention or at-risk for retention, parents will be notified by teachers of available intervention or remedial instruction, which will be provided for students as an opportunity to avoid retention.

Process for Appeal: A parent or guardian may appeal the teacher’s decision to promote or retain a student. If an appeal is made, the California Education Code states that the burden shall be on the appealing party to show why the decision of the teacher should be overruled.

The school principal will attend the above-mentioned meetings and, after consultation with the teacher or teachers, shall make the final determination for the student’s retention or promotion.

Academic Integrity

The School Board of Vista Charter Public Schools believes that academic honesty and personal integrity are fundamental components of a student’s education and character development. The Board expects that students will not cheat, lie, plagiarize, claim products generated by Artificial Intelligence as their own, or commit other acts of academic dishonesty. Students are expected to be the sole authors of their work and to exhibit honest behavior and academic integrity. Use of another person’s work must be accompanied by specific citations and references. The purpose of this policy is to create and maintain ethics and integrity in all academic endeavors and to provide our students with an understanding of what is and is not acceptable.

Students, parents/guardians, staff and administrators shall be responsible for creating and maintaining a positive school climate that encourages honesty. Students found to have committed an act of academic dishonesty may be subject to disciplinary action.

Depending on the seriousness of the violation, the student may be counseled with the parent or guardian present or may be given no credit for the assignment.

ELEMENT 4: GOVERNANCE STRUCTURE

Governing Law: The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. Education Code section 47605(c)(5)(D)

General Provisions

Vista Condor Global Academy is a directly-funded independent Charter School and is operated by Vista Charter Public Schools, a California non-profit public benefit corporation, pursuant to California law, upon approval of this charter.

Vista Condor Global Academy operates autonomously from the Orange County Board of Education, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between OCDE and Vista Condor Global Academy. Pursuant to California Education Code Section 47604(d), the County Board shall not be liable for the debts and obligations of Vista Condor Global Academy, operated by a California non-profit benefit corporation, or for claims arising from the performance of acts, errors, or omissions by Vista Condor Global Academy, as long as County Board has complied with all oversight responsibilities required by law.

VCGA shall comply with the Brown Act, the Public Records Act, the Political Reform Act, and Government Code Section 1090 et seq., as set forth in Education Code Section 47604.1.

All employees and representatives of VCGA, including members of VCPS's Board of Directors ("Board"), members of school or governing board committees or councils, school administrators, and managers, shall comply with applicable federal and state laws and nonprofit integrity standards.

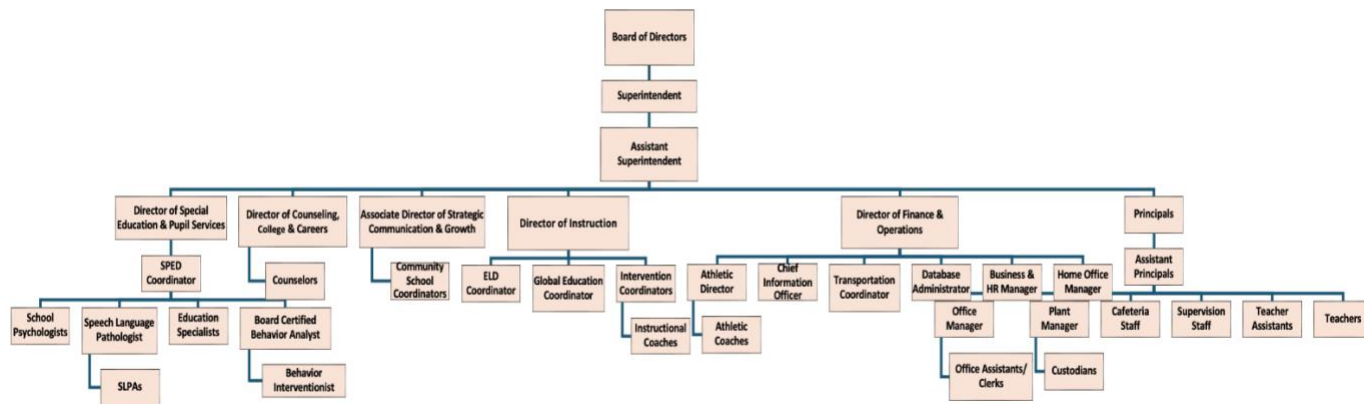
VCGA shall ensure that, at all times throughout the term of the Charter, the bylaws of its nonprofit corporation are and remain consistent with the provisions of this Charter.

Please refer to the Appendix for Vista Charter Public School's Articles of Incorporation, Bylaws, and Conflict of Interest Code.

Pursuant to Education Code section 47605(n), the Charter School may encourage parental involvement but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School.

Governance Structure

The organizational chart below depicts Vista Charter Public School’s leadership structure. The following organizational chart shows the relationship among the governing board, central office leadership, school-site leadership, and school-site staff.



Board of Directors

Vista Charter Public Schools Board of Directors, in addition to holding the fiduciary responsibility for the organization and being the entity to whom the Charter will be granted to, shall provide external accountability, internal oversight, and leadership. The primary role of the Board is to govern VCGA in a manner that enables the school to achieve its mission as stated in its charter. The Board’s role is one of oversight of the school’s management, specifically, oversight and management of the Superintendent who has oversight of the Principal.

The officers of the corporation will be a Board Chair, Vice-Chair, Secretary and a Treasurer. The officers will be appointed by the Board of Directors. Neither the secretary nor the treasurer may serve concurrently as the Chair.

Board Responsibilities

The Board of Directors is fully responsible for the operation and fiscal affairs of Vista Condor Global Academy including, but not limited to, the following:

1. **Oversight of the school:** The Board is ultimately responsible for monitoring Charter School performance, including its compliance with its charter and other governing documents. The Board is responsible for the achievement of the Charter School’s goals set out in the Charter School’s petition. The Board is responsible for monitoring the Charter School’s adherence to its mission and vision.
2. **Approving and monitoring School budget and financial resources:** The Principal and Superintendent prepare an annual budget for consideration by the Board. The Board approves the budget and reviews the Charter School’s financial performance and position at each meeting. The Board is responsible for financially managing the Charter School, including budget development and monitoring, and establishing fiscal controls.

3. **Ensuring an annual financial audit:** The Board hires the Charter School’s auditor, reviews and approves the annual audit, and, if necessary, adjusts policies and procedures.
4. **Hearing appeals by parents:** The Board hears appeals by parents on matters of student discipline, including student suspension and expulsions.
5. **Ensuring legal and ethical integrity:** The Board of Directors ensures that the school adheres to all laws, regulations, and rules, and that it conforms to the highest standards of ethical conduct.
6. **Fundraising:** The Board of Directors assists the school in fundraising, and in the school’s applications for public grants (categorical and discretionary) and private donations from foundations, corporations, and individuals.
7. **Strategic planning:** The Board, in conjunction with school leadership, develops a strategic plan for the school and monitors its implementation.
8. **Selecting, evaluating, and holding school leaders accountable:** The Board of Directors is responsible for selecting and dismissing the Superintendent of the school. The Superintendent oversees the school’s administrative team and overall school operations and instructional program.
9. **School Policies:** The Board of Directors is responsible for establishing and delegating the implementation of Board policies, including but not limited to: admissions, employment and personnel matters; student discipline; and special education.

Board Composition

The Vista Charter Public Schools Board consists of 5-9 board members. In addition, the County Board reserves the right to appoint a single representative to the Vista Charter Public Schools governing board pursuant to Education Code section 47604(c). The Board is comprised of community members who, first and foremost, actively support and promote Vista Charter Public Schools and its charter schools, and who are dedicated to its educational outcomes. Board composition and matters of Board governance are determined by the Vista Charter Public Schools Bylaws, included in the Appendix C.

Vista Charter Public Schools

Board of Directors

Board Member	Position	Term	Professional Expertise
Miles Durfee	Board President	Expires June 30, 2026	Charter Schools, Facilities, Advocacy
Michael Hoover	Secretary	Expires June 30, 2026	Charter Schools (Administration and School Culture)
Tuan Pham	Treasurer	Expires June 30, 2026	Finance and Technology
Dr. Kelley Le	Member	Expires June 30, 2026	Higher Education, Teaching and Learning in Science, Organizational Leadership
Geronimo Gaytan	Member	Expires June 30, 2026	Charter School Parent, Advocacy, Technology

Board Member Selection

Board members shall be selected at an annual meeting of the Board of Directors. Board members shall hold office for terms prescribed in the Corporation's Bylaws, or until a successor has been elected, unless the board member has been removed from office. Additional information on the Board Member Selection is found in the VCPS Bylaws.

The qualifications for board members are generally: the ability to attend Board meetings, a willingness to actively support and promote Vista Charter Public Schools, and a dedication to its educational goals. Board members must also bring a desired strength to the board which the Board of Directors may identify.

Board Procedures and Operations

Consistent with Education Code Section 47604.1(c), Board meetings shall take place at the VCPS Board Room located at 601 North Fairview Street, Santa Ana, CA 92703, located directly behind Vista Condor Global Academy's school facility. All meetings (regular and special) of the Board and its committees shall be called, noticed, and held in compliance with the Brown Act. The Board will set its regular calendar of meetings at the Board's annual meeting. The regular board meeting dates will be posted on the Charter School's website, as well as in the Charter School's main office. The Board's regular meeting shall occur on a monthly basis in accordance with the VCPS Board's annual calendar on the third Monday of each month, unless otherwise specified in the Board's annual calendar. As such, the following takes place prior to a Board meeting:

1. An agenda is created and reviewed by the Superintendent and Board Chair, generally one week prior to the scheduled board meeting.
2. The agenda is prepared in full compliance with the Brown Act and includes, but is not limited to, a brief description of each item the Board will consider for action or discussion, the location address for the public meeting, instructions regarding how to request any special accommodations, and a notice whether any member will

participate by teleconference. Teleconference participation by any board member will be conducted in full compliance with the Brown Act.

3. The agenda is posted at least 72 hours prior to any regular board meeting at the school site (in locations where it is visible to parents, visitors, students, and staff), and on the Charter School's web site.
4. An email with the agenda and all pertinent attachments is sent to all VCPS Board Members and all VCPS Administrators. Hard copies of the agenda and meeting materials will be made available at the meeting location.
5. The specific procedure for calling a Special Board meeting is outlined in Vista Charter Public School's Bylaws and is in compliance with the Brown Act.

A majority of the board members in office shall constitute a quorum. Every decision made by a majority of the board members present at a meeting, duly held, at which a quorum is present is an act of the Board. The presence of a quorum is necessary to take action. Board members may take action by voting yes, no, or abstaining from voting.

To the extent permitted under the Brown Act, members of the Board may participate in a meeting through the use of conference telephone, electronic video screen communication, or other communications equipment. Participation in a meeting through use of conference telephone constitutes presence in person at that meeting, so long as all members participating in the meeting are able to hear one another and all legal requirements have been met.

Board Professional Development

Board members will receive training during the board recruitment and orientation process, as well as refresher trainings in the following topics, at a minimum:

- The Ralph M. Brown Act
- Ethics (AB 2158)
- California School Dashboard
- School budget and compliance
- Reading and understanding financial reports
- Roles and responsibilities of Board members and school staff

Key Staff and Committees

Superintendent

The Superintendent will have primary responsibility for the strategic development, implementation, and management of all aspects of school performance and operations for

VCGA and other VCPS charter schools. The Superintendent will oversee and evaluate the school Principal in all aspects of the operation of the Charter School, the implementation of the instructional program, and student achievement goals. Overseeing all aspects of the organization, from administration to fundraising, the Superintendent will foster a collaborative and stimulating community culture for a diverse group of stakeholders including students, parents, faculty members, Board members and local leaders.

Principal

The Principal will have primary responsibility for the implementation and management of all aspects of the school performance and operations for VCGA. Overseeing all aspects of the daily operations, the Principal will foster a collaborative and stimulating community culture for a diverse group of stakeholders, including students, parents, and faculty members. The principal will have oversight of the academic administrator in the implementation of the instructional program and the academic goals of the school.

Instructional Leadership Team

Responsibilities of the ILT include but are not limited to the following:

- Monitor & Evaluate the instructional program
- Review student achievement data
- Ensure implementation of State Standards
- Review and update the school wide discipline plan
- Set professional development calendar based on needs
- Promote positive school culture
- Awards assemblies
- Coordinate field trips

VCGA Stakeholder Consultation for LCAP Development and Implementation

VCGA maintains a comprehensive stakeholder engagement framework to ensure meaningful consultation and input in the development, implementation, and annual update of the Local Control and Accountability Plan. As a Title I Charter School operating under Education Code requirements, VCGA adheres to all applicable stakeholder engagement mandates while implementing alternative governance structures appropriate for charter schools that do not form a traditional School Site Council.

Parent Advisory Committee (PAC) Consultation

VCGA has established a robust Parent Advisory Committee that serves as the primary mechanism for parent and community stakeholder engagement in LCAP development and oversight. The PAC provides structured opportunities for meaningful input on school priorities, goal-setting, and resource allocation.

PAC Structure and Composition

The Parent Advisory Committee is composed of representative parents and community members who reflect the demographic diversity of VCGA's student population. The committee includes parents from various grade levels, those representing Unduplicated Pupils and Students with Disabilities, to ensure broad representation in LCAP consultation processes.

PAC Consultation Process

VCGA conducts PAC meetings throughout the academic year, with intensified engagement during LCAP development and review periods. The consultation process includes:

- **Annual LCAP Review Session:** The PAC receives comprehensive presentations on current LCAP goals, metrics, and outcomes, with opportunities to provide feedback on effectiveness and areas for improvement.
- **Priority Setting Workshops:** Parents participate in facilitated discussions to identify and prioritize student needs, academic goals, and school climate improvements that inform LCAP development.
- **Budget Alignment Reviews:** The PAC reviews proposed expenditures and resource allocations to ensure alignment with LCAP goals and community priorities.
- **Progress Monitoring:** Regular updates on LCAP implementation progress, including data analysis and strategy adjustments based on stakeholder feedback.

Written Response Requirement: The superintendent (delegated to the Principal at the Charter School) must provide written responses to all comments received from the Parent Advisory Committee regarding the LCAP or its annual updates.

English Learner Parent Advisory Committee

VCGA maintains a dedicated English Learner Parent Advisory Committee to ensure that the unique needs and perspectives of English Learner families are meaningfully incorporated into LCAP planning and implementation. Per Education Code Section 52062(a)(2), which is applicable to VCGA through Education Code Section 64001, charter schools are required to form an EL-PAC when the school has at least 50 English Learners and whose total enrollment includes at least 15% English Learners. VCGA intends to combine its English Learner Advisory Committee with its ELPAC to ensure transparency, engage its educational partners and avoid duplication of efforts.

Written Response Requirement: The superintendent (delegated to the Principal at the Charter School) must provide written responses to all comments received from the English Learner Parent Advisory Committee regarding the LCAP or its annual updates.

ELPAC Specialized Focus

The English Learner Parent Advisory Committee provides targeted consultation on:

- **Language Support Services:** Review and input on English Language Development (ELD) programs, bilingual support services, and academic language development strategies.
- **Cultural Responsiveness:** Ensuring that LCAP goals and actions reflect culturally responsive teaching practices and support for diverse linguistic communities.

- **Family Engagement:** Development of strategies to increase meaningful participation of English Learner families in school decision-making processes.
- **Academic Achievement:** Monitoring progress of English Learner students across all LCAP metrics and providing input on targeted interventions and support services.

Consultation Methodology

VCGA ensures that ELPAC meetings are conducted with appropriate language support, including translation services and culturally responsive facilitation. The committee meets regularly throughout the LCAP cycle, with dedicated sessions for review of English Learner-specific data, goal-setting for EL student outcomes, and evaluation of program effectiveness.

This process ensures that English Learner families have a dedicated voice in LCAP development and that their specific concerns about English Language Development programs, services, and student outcomes are formally incorporated into the Charter School's planning and accountability processes.

SELPA Consultation

VCGA maintains ongoing consultation with the SELPA to ensure that LCAP development and implementation appropriately addresses the needs of students with disabilities.

Education Code Section 64001(j)

The Key Provision: "Single school districts and charter schools may utilize the LCAP to serve as the School Plan, provided that the LCAP meets federal school planning requirements and the stakeholder requirements established in subdivision (a) of Section 52062."

Alternative Governance Structure: EC Section 64001(j) allows a single school district or charter school to use its LCAP, with the inclusion of Title I, Part A funded expenditures, and the educational partner requirements in EC Section 52062(a) to meet federal school planning and educational partner requirements. Therefore, if a single school district or charter school is using the LCAP to meet federal schoolwide planning requirements, it is not required to establish an SSC [School Site Council]. Instead, the local governing board or body of the LEA must establish a Parent Advisory Committee and English Learner Parent Advisory Committee, as applicable, consistent with EC Section 52063.

Ongoing Commitment to Stakeholder Engagement

VCGA's stakeholder consultation process represents an ongoing commitment to collaborative decision-making and community-centered education planning. Through systematic engagement with the Parent Advisory Committee, ELAC, and SELPA partners, VCGA ensures that the LCAP reflects the authentic needs, priorities, and aspirations of the entire school community while maintaining compliance with all applicable state and federal requirements.

This comprehensive consultation framework supports VCGA's mission to provide high-quality, equitable education for all students while fostering meaningful partnerships with families and community stakeholders in the ongoing work of school improvement and student success.

Title I Charter School Compliance

Education Code Section 64001(j) specifically allows Title I charter schools to use their LCAP process with Parent Advisory Committees instead of forming traditional School Site Councils, provided they meet the stakeholder engagement requirements outlined in Education Code Section 52062(a). As a Title I Charter School, VCGA implements stakeholder engagement processes that meet both federal Title I requirements and California's LCAP mandates. This dual compliance framework ensures that:

- Parent and Family Engagement Policy: LCAP stakeholder consultation processes align with and support the school's Title I Parent and Family Engagement Policy.
- Needs Assessment Integration: Stakeholder input through PAC, ELPAC, and SELPA consultation informs both LCAP development and Title I program planning.
- Comprehensive Support: Consultation processes address the needs of all student populations, including families that represent Unduplicated Pupils (low-income students, English Learners, foster youth), and students with disabilities.

English Learner Advisory Committee

Mandatory Formation Requirements: Each California public school with 21 or more English learners must form an English Learner Advisory Committee. VCGA meets the mandatory formation requirements and adheres to the following statutory requirements.

Committee Composition: Parents or guardians of English learners shall constitute at least the same percentage of the ELAC membership as their children represent of the student body. For example, if 50% of the students at a given site are English learners, at least 50% of the membership of the ELAC must be parents of English learners.

Primary Responsibilities: The ELAC shall be responsible for advising the principal and staff in the development of a site plan for English learners and submitting the plan to the School Site Council for consideration of inclusion in the School Plan for Student Achievement, assisting in the development of the schoolwide needs assessment, and ways to make parents aware of the importance of regular school attendance.

Charter School Considerations: For charter schools that use their LCAP process instead of forming a traditional School Site Council (under CA EC 64001(j)), the ELAC works with the school's governance structure to:

- Advise on English learner programs and services
- Provide input on the school's needs assessment
- Support development of English learner components within the LCAP

- Advocate for English learner student needs within the charter's unique governance model

Training and Support: ELAC members shall receive training materials and training which will assist them in carrying out their required advisory responsibilities. Training shall be planned in full consultation with committee members, and funds from appropriate resources may be used to meet the costs of providing the training.

Parent Meetings

School-parent meetings are held regularly while school is in session, and more frequently, as necessary, in order to facilitate the communication process between parents and the governing board. VCGA hosts monthly Coffee with the Principal meetings and, may hold additional meeting, if necessary.

Parents will meet with staff and administrators for report card conferences three times throughout the year (November, February, June). Parents will be advised that the administrators and teaching staff will be available for additional conferences as needed or as requested by parents. Parents are encouraged to serve on the PAC. Parents are consulted and advised regarding the Charter School's educational programs and student progress through meetings and informational bulletins on an ongoing basis.

Workshops

VCGA will provide parent workshops and education classes, in English and Spanish. The content of these workshops will be designed to assist parents in the educational development of their children. We believe that these workshops will help parents feel connected to the school community. The Principal, teachers, and staff will maintain open lines of communication at all times with all parents.

School Climate Survey

VCGA administers a comprehensive annual school climate survey to students, parents, and staff to measure sense of safety and school connectedness. The survey is conducted each spring semester using research-based instruments that assess multiple dimensions of safety, as well as school connectedness indicators such as sense of belonging, quality of relationships among students and staff, student engagement in learning activities, and opportunities for meaningful participation in school decision-making.

The data is formally integrated into VCGA's annual LCAP update process by including quantitative survey results as metrics for State Priority 6 goals, incorporating stakeholder feedback into needs assessment and goal refinement, aligning findings with resource allocation decisions, and demonstrating progress toward multi-year LCAP objectives through longitudinal analysis. This systematic approach supports VCGA's commitment to creating and maintaining a safe, supportive, and connected learning environment where all students can achieve academic

success through continuous improvement based on authentic stakeholder voice and data-driven decision making.

Volunteer Opportunities

No parent or guardian of a VCGA student will ever be required to perform volunteer hours as a condition of their student's attendance at VCGA. Parents, however, will be provided many opportunities for volunteering at VCGA, if they choose to do so. Parents will be welcomed if they wish to provide service to the school in areas that will enhance the educational development of their children. Service opportunities will include but not be limited to assistance in classrooms, tutoring, supervision, clerical support, and supervision of student field trips, supporting and organizing parent meetings. Parents determine the type of work they will contribute to the educational development of the children based on their own particular interests, strengths, and free time. No child will be excluded from the Charter School or school activities due to the failure of their parent or legal guardian to fulfill the encouraged participation.

ELEMENT 5: EMPLOYEE QUALIFICATIONS

Governing Law: The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605(c)(5)(E).

General Assurances

VCGA shall ensure that all teachers and all paraprofessionals will meet the requirements for employment of Education Code section 47605(l) and the applicable provisions of ESSA, respectively.

VCGA shall ensure no discrimination or harassment based on race, color, religion, sex, gender identity, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, sexual orientation, genetic information, or any other characteristic protected by state or federal law

VCGA shall ensure that the Charter is a school of choice and no individual will be required to work there.

VCGA shall ensure that it will comply with all applicable state and federal laws regarding background checks and clearance of all personnel.

VCGA shall ensure that it will comply with all State and federal laws concerning the maintenance and disclosure of employee records.

VCGA shall ensure that it will comply with all applicable legal requirements of ESSA.

Equal Employment Opportunity

Vista Charter Public Schools acknowledges and agrees that all persons are entitled to equal employment opportunity. Vista Charter Public Schools shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESSA and Credentialing Requirements

Vista Charter Public Schools shall adhere to all requirements of ESSA that are applicable to teachers and paraprofessional employees in charter schools. Vista Condor Global Academy shall ensure that all teachers meet the requirements for employment set forth in Education Code Section 47605(l). Teachers in the Charter School shall hold the CTC certificate, permit, or other

document required for the teacher's certificated assignment. These documents shall be maintained on file at the Charter School and are subject to periodic inspection by the County.

Staff Member Selection

Vista Condor Global Academy recruits its own staff. The selection procedures shall not discriminate on the basis of ethnicity, national origin, religion, gender, age, disability or any other protected class. VCGA shall comply with all state and federal laws regarding background checks and clearance of all personnel.

Staff Recruitment and Selection

All staff will be selected based on an application and interview basis. Candidates that wish to apply for a position will be required to submit a resume and an employment application. A committee will conduct interviews of teacher candidates and arrive at a consensus to forward to the Principal. All instruction staff will ultimately be hired by the Principal based on recommendations from the committee. Selection will be based on the demonstrated ability to perform required job duties and knowledge of the program and or other related curriculum or program that involves the development of the whole child. Candidates that are offered employment will receive a written notice from VCGA of the job offer. VCGA will require candidates accept job offer in writing.

Classified and or business office employees will be hired either on a full-time or part-time basis depending on the job function and individual agreement. The Superintendent will have final approval over all hiring.

VCGA will not discriminate on the basis of gender, sex, race, ethnicity, national origin, religion, politics, sex, sexual orientation, age, disability, or other federally protected classes.

When there is a vacancy in the instruction staff, an ad hoc committee will:

- Create Job Announcement
- Create marketing campaign using advertising and promotions
- Recruit potential teachers creating a pool of candidates by requesting resumes
- Select "best-fit" candidates for interviews
- Receive Principal's approval on all hiring recommendations

VCGA will recruit personnel who believe in the vision and mission of the school and are sensitive to the needs of diverse communities. All employees will be fingerprinted and receive a background clearance in accordance with Educational Code Section 44237 and 45125.1 prior to the start of employment with VCGA. VCGA will also require all employees to furnish before the start of employment:

- Medical clearance for communicable diseases and Mantoux tuberculosis (TB)

- Fingerprinting and the service fee to the Department of Justice for a criminal record check. Applicants will be required to provide a full disclosure statement regarding their prior criminal record
- Documents establishing legal status

VCGA will maintain these records for each employee pursuant to Education Code Sections 44237, 44830.1 and other applicable law.

Job Descriptions: Key Staff

Superintendent

The Superintendent's primary responsibility is the strategic development, implementation, and management of all aspects of school performance and operations including the administration of the school. The Superintendent will foster a collaborative and stimulating community culture for a diverse group of stakeholders including students, parents, faculty members, board members, and community organizations.

Responsibilities

Leadership and Human Resources

- Recruit, hire, prepare and support high quality school leaders
- Develop and maintain a cohesive culture which reflects Vista Charter Public School's Values
- Develop clear decision-making guidelines to support the administrative team and the Board in securing focused and well informed decisions.
- Student Recruitment
- Evaluation of the on-site administrator (Principal)

External Responsibilities

- Budget development and school finance
- Audits
- Negotiate all service provider contracts for Board Approval
- Legal (Personnel, Special Education, Insurance, etc.)
- Facilities maintenance
- Charter advocacy & policy legislation
- PR-Media
- Payroll oversight
- Work with local media to create a strong, positive local presence

Strategic Planning

- WASC Accreditation support
- Develop partnerships with community organizations
- Develop strong partnerships to ensure sustainability
- Develop and manage strong business functions (finance, operations, budgeting, compliance, human resources, facilities management, marketing, IT)

- Develop and manage school programs, procedures, and policies in alignment with organizational mission
- Build and manage a growing team of staff and school leadership

Qualifications

- 5 years of experience as a senior leader in a charter school or in an educational organization
- Experience in guiding school processes and procedures
- Experience in creating and delivering compelling presentations to diverse group of stakeholders.
- Experience in leading an organization through strategic planning
- Entrepreneurial, positive problem-solving ability, to see opportunity in challenges
- Clear judgment, a mature interpersonal style and the ability to drive collaborative decision-making process

Principal

The principal is passionate about the mission and commitments of Vista Condor Global Academy, and exhibits this through his/her development, leadership, and execution of school culture, staff development, student rigor, and operational responsibilities.

Staff Leadership & Development

The principal will implement, motivate, lead, and mentor teachers to better instructional practices and increase content expertise, performance, and rigor of lesson implementation.

The principal will provide teachers professional and instructional support through reviewing instructional documents, observing and providing feedback for classroom observations, designing and reviewing professional growth plan goals, and facilitating weekly professional development/staff meetings.

Academic Rigor

- The principal will develop and implement a plan that will ensure student achievement which will be supported by evidence through assessments such as benchmarks, classroom data, parent and student feedback, and a plan to address students who are struggling.
- The principal will collaborate with others to use appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs.
- The principal will provide individual student support by designing and evaluating student intervention plans, attending IEPs, and designing a process for measuring and monitoring individual student growth

School Culture

- The principal will work to build and maintain a strong, positive, results-oriented school culture where teachers believe and promote that all students can achieve by providing leadership for assessing and developing processes for improving climate and culture.

- The principal will develop a plan that will foster the relationships and ensure all stakeholders (students, parents, and teachers) are addressed, based on the clear vision of the desired culture for the school.
- The principal will plan, facilitate, and attend school functions such as parent meetings, open house, parent teacher conferences, sporting events, fundraisers, etc.

Qualifications

- 5 years teaching experience with a history of improving urban schools by increasing student achievement
- Must have a current California teaching credential, Master's degree, and an Administrative credential
- Previous leadership experience (department chair, assistant principal, dean, etc.).
- Proven leadership and team building skills.
- Excellent interpersonal communication and writing skills.

Classroom Teachers

- Fosters a safe and nurturing learning environment
- Organizes classroom systems/procedures and manages student behavior to ensure that all students are fully engaged in learning
- Establishes an environment where students are excited about learning
- Develops lesson plans according to the State Standards
- Builds strong relationships with students and parents
- Identifies students' areas for improvement and is able to work with students, families, and internal resources to suggest options for improvement
- Provides continual assessment of student progress, maintain student records, and complete assigned paperwork in provided timeframes.
- Collaborates with the Resource Specialist to meet the needs of all students
- Attends and implements professional development training throughout and beyond the school year
- Demonstrates support and knowledge of school's goals and mission
- Attends and participates in school-based meetings and activities

Qualifications

- Bachelor's degree from an accredited college or university
- Master's degree in subject matter field or Education (strongly preferred)
- Must possess the CTC teaching credential, permit, or other document required for their certificated assignment

Skills

- Solid knowledge of subject matter, including the State Standards and subject-specific frameworks and assessments
- Ability to analyze qualitative and quantitative student data
- Ability to communicate effectively (verbal and written)
- Must be computer literate

Office Manager

- Greet and assist parents, students, and visitors to the school in a friendly and professional manner.
- Answer the phone in a professional and courteous manner.
- Coordinate substitute teacher coverage by first communicating with teachers.
- Supervise and delegate duties to Office Assistants.
- Responsible for vendor quotes and relations.
- Maintain accurate record of all keys and assets that have been distributed.
- Responsible for Credit Card Logs, Purchase Orders, Teacher Check Requests and Paid Time Off Forms.
- Sort through mail and distribute accordingly.
- Work with site administrators and teachers regarding any project or special requests.
- In charge of parent correspondence and mailings.
- Responsible for the maintenance, storage, and security of all student files.
- Student meal applications.
- Daily attendance should be entered into PowerSchool. Keep track of student absence and tardy.

Qualifications

- B.A./B.S. degree preferred
- Must have 3-5 years of Management experience
- Must have knowledge in the use of a copier and fax machine
- Ability to communicate effectively (verbal and written)
- Must be computer literate and have extensive experience with: MS Office, Word & Excel Skills
- Bilingual in Spanish preferred
- Must have excellent management and organizational skills and a positive attitude

Office Assistants

- Greet and assist parents, students, and visitors to the school in a friendly and professional manner, providing excellent customer service.
- Answer phones using a professional and courteous manner. Route calls appropriately. Take messages and distribute in a timely manner.
- Reply to general information requests with the accurate information
- Attendance: Assist Office Manager with proper documentation and accuracy
- Fax and make copies. Assist with typing and composing correspondence and letters.
- Responsible for making phone calls to parents.
- Assist with collecting the lunch count.
- Assist with the preparation of parent meetings.
- Translate for teachers, parents and counselors.
- Make student files. Organize student cumulative files.

Qualifications

- Possess a BA/BS degree
- Must have prior experience working with students in a learning environment

- Strong Math skills are strongly preferred Skills:
- Bilingual in Spanish preferred
- Intermediate proficiency in Microsoft Word, Excel, and Outlook
- Must be flexible, positive, detail-oriented, a team player, patient, and willing to learn.

Skills:

- Bilingual in Spanish preferred
- Intermediate proficiency in Microsoft Word, Excel, and Outlook
- Must be flexible, positive, detail-oriented, a team player, patient, and willing to learn.

Supervision Employees

- Performs regularly scheduled non-classroom supervision duties, supervising students in the hallways, indoor assembly areas, outdoor eating areas, and restrooms, on the playground and in other areas to which assigned.
- Enforces activity and safety rules in school buildings and on school property.
- Reports problems of a serious nature, including recurring behavioral problems and safety hazards to the principal, or another designated certificated employee.
- Works with the school staff in alleviating behavioral problems occurring during supervision periods.
- Assumes responsibilities in inclement weather as assigned by the principal or other certificated employee.
- Check restrooms in the morning, during breaks, lunch, and after school.
- Constant movement throughout the school, i.e., eating area, bathroom area, playground.

Job Duties

- Maintain acceptable standards of behavior among students
- Maintain poise, exercise tact and good judgment
- Encourage students in games and activities
- Collaborate and work effectively with school personnel, community representatives, parents, and students
- Follow school policies and procedures
- Work indoors and outdoors.
- Understand and follow oral and written directions

Qualifications:

- Previous experience working with elementary-aged children preferred
- Experience in childcare, recreation, or educational settings preferred
- Ability to maintain composure and exercise sound judgment in challenging situations
- Conflict resolution and behavior management skills
- Ability to collaborate effectively with diverse groups (staff, parents, students, community)
- Clean criminal background check and fingerprint clearance
- TB test clearance
- CPR and First Aid certification preferred
- Ability to follow established school policies and safety procedures

Paraprofessionals

- Fosters a safe and nurturing learning environment
- Assists the teacher in maintaining classroom systems/procedures and manages student behavior to ensure all students are fully engaged in learning
- Establishes an environment where students are excited about learning
- Builds strong relationships with students and parents
- Demonstrates support and knowledge of school's goals and mission
- Attends and participates in school-based meetings and activities

Qualifications

- Meet any applicable requirements of the ESSA

No new employee can begin employment until the fingerprint cards are processed by the California Department of Justice and it is determined that there is no criminal conviction that would prohibit the employee from working with students and staff.

ELEMENT 6: HEALTH & SAFETY PROCEDURES

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

- (i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.*
- (ii) The development of a school safety plan, and the annual review and update of the plan, pursuant to Section 47606.3.*

Education Code Section 47605(c)(5)(F)

Health, Safety, and Emergency Plan

In order to provide safety for all students and staff, VCGA has adopted and implemented full health and safety procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts. These procedures will be incorporated into the Charter School's student and staff handbooks and will be reviewed on an ongoing basis by the Principal and Board of Directors. VCGA shall ensure that staff are trained annually on the health and safety policies.

The following is a summary of the health and safety policies of VCGA.

Family Educational Rights and Privacy Act

Vista Condor Global Academy, including its employees and officers, shall comply with FERPA and Education Code Section 49060 et seq. at all times.

Procedures for Background Checks

Employees and contractors of VCGA will be required to submit to a criminal background check and to furnish the Charter School with a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Principal of VCGA shall monitor compliance with this policy and report to the Charter School Board of Directors on a regular basis. The Board Chair shall monitor the fingerprinting and background clearance of the Principal. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Vista Condor Global Academy shall maintain on file and available for inspection evidence that:

1. The Charter School has performed criminal background checks and cleared for employment all employees prior to employment, and

2. The Charter School has obtained certification that independent contractors and vendors have conducted required criminal background checks for their employees prior to any contact with students.

Vista Condor Global Academy shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice to ensure the ongoing safety of its students.

Immunizations

All enrolled students who receive classroom-based instruction will be required to provide records documenting immunizations as is required at public schools, pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075.

Medication in School

Vista Condor Global Academy will adhere to Education Code Section 49423 and any attendant regulations regarding administration of medication in school. The Charter School will adhere to Education Code 49414 regarding epinephrine auto-injectors and training for staff members; per AB 1651 (2023), the Charter School shall store emergency epinephrine auto-injectors in an accessible location upon need for emergency use and include that location in annual notices required by law. To the extent the Charter School maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter School shall comply with the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.

Role of Staff as Mandated Child Abuse Reporters

All employees will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by school districts. VCGA shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Tuberculosis Risk Assessment and Examination

Employees and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with student, and for employees at least once each four years thereafter, as required by Education Code Section 4940.

Safe Place to Learn Act

Vista Condor Global Academy shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code Section 234 et seq.

Vista Charter Public Schools' Custodian of Records, per California Department of Justice for employee clearances, is the Superintendent.

Drug Free, Alcohol Free, Smoke/Vapor Free Environment

Vista Condor Global Academy shall function as a drug, alcohol, and smoke-free environment.

Vision, Hearing/Scoliosis

Students will be screened for vision, hearing and scoliosis. VCGA will adhere to Education Code 49450, *et seq.*, as applicable to the grade levels served by the school.

Diabetes

The Charter School shall make type 1 diabetes informational materials accessible to the parent or guardian of a pupil when the pupil is first enrolled in elementary school.

Blood-borne Pathogens

VCGA shall meet all state and federal standards regarding blood-borne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood-borne viruses, including human immunodeficiency virus (“HIV”) and the hepatitis B virus (“HBV”).

Whenever exposed to blood or other bodily fluids through injuries or accidents, staff and students shall follow the latest medical protocol for disinfecting procedures.

Facility Safety

VCGA will comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or the California Building Standards Code. VCGA agrees to test sprinkler systems, fire extinguishers and fire alarms annually at its facilities to ensure that they are maintained in operable conditions at all times. VCGA conducts fire drills as required under Education Code Section 32001.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. VCGA has developed a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at VCGA, including employee-to-employee, employee-to-student, and student-to-employee misconduct. Misconduct of this nature is very serious and will be addressed in accordance with the VCGA anti-discrimination and harassment policy.

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired.

All Gender Restrooms

On or before July 1, 2026, the Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its schoolsites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. The Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

Suicide Prevention Policy

VCGA has adopted a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Pursuant to AB 58 (2021-22), the Charter School will also review and update its suicide prevention policy to incorporate best practices identified by the California Department of Education's model policy, as revised.

Menstrual Products

VCGA shall stock the school's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom. The Charter School shall post a notice regarding the requirements of Education Code Section 35292.6 in a prominent and conspicuous location in every restroom required to stock menstrual products, as specified. This notice shall include the text of Education Code Section 35292.6 and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

School Meals

VCGA shall provide breakfast and lunch free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement.

The Charter School shall provide each student adequate time to eat as determined by the Charter School in consideration of available guidance.

Recess

Except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code Section 49056, the Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtime, of at least 30 minutes on regular instructional days and at least 15 minutes on early release days. The Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

Health and Wellness of Students

Improving student nutrition is one of the primary goals of VCGA. VCGA aims to achieve this through USDA's core child nutrition programs: 1) The National School Lunch Program, 2) The School Breakfast Program, and 3) The Summer Food Service Program.

These programs will allow VCGA to offer healthier snack foods for the students, while eliminating junk food served to students. Although VCGA will contract its meal service program, all meals for students will be prepared in a manner which meets the USDA's guidelines of the Healthy, Hunger-Free Kids Act of 2010. Student meals will have reduced fat, saturated fat, sugar, and sodium, while promoting products that have whole grains, low fat dairy, fruits, vegetables or protein foods as their main ingredients.

Vista Condor Global Academy has developed and implemented a school wellness policy per the requirements of the Healthy, Hunger-Free Kids Act of 2010. The HHFKA requires that the local school wellness policy, at a minimum, include:

- Goals for nutrition promotion and education, physical activity, and other school based-activities that promote student wellness.
- Nutrition guidelines for all foods and beverages available on school campus during the school day.
- Requirements that Stakeholders be provided opportunities to participate in the development, implementation, and periodic review and update of the wellness policy.
- A plan for measuring effectiveness, that is measured periodically and that the assessment is made available to the public.
- Public notification informing and updating them (parents, students, and others in the community) periodically about the content and implementation of the local school wellness policy.
- Local designation must include one or more local education agency officials or school officials to ensure that each school complies with the local school wellness policies.

School Safety Plan

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(N):

- a. Child abuse reporting procedures
- b. Routine and emergency disaster procedures
- c. Policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- d. Procedures to notify teacher of dangerous students pursuant to Education Code Section 49079

- e. A discrimination and harassment policy consistent with education code section 200
- f. Provisions of any school wide dress code that prohibits students from wearing “gang related apparel” if applicable
- g. Procedures For safe ingress and egress of pupils, parents, and employees to and from the Charter School
- h. A Safe and orderly environment conducive to learning
- i. The rules and procedures on school discipline adopted pursuant to education code sections 35291, 35291.5, and 47605
- j. Procedures for conducting tactical responses to criminal incidents
- k. Procedures to prepare for active shooters or other armed assailants by conducting a drill, if this topic is covered in the School Safety Plan
- l. Procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school
- m. Procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life threatening medical emergency while on school grounds
- n. Procedures specifically designed to notify parents and guardians of pupils, teachers, administrators, and school personnel when the school confirms the presence of immigration enforcement on the schoolsite

The School Safety Plan shall be drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshall. Staff shall receive training in emergency response, including appropriate “first responder” training or its equivalent.

Disaster procedures included in the School Safety Plan shall address and include adaptations for students with disabilities. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the principal and, if there is merit to the concern, the principal shall direct the School Safety Plan to be modified accordingly

The Charter School Shall develop an instructional continuity plan, consistent with Education Code Section 32282 (a)(3), to establish communication with students and their families and provide instruction to students when in-person instruction is disrupted due to an emergency pursuant to Education Code Sections 41422 or 46392(a).

Workplace Violence Prevention Plan

The Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan consistent with the requirements of Labor Code Section 6401.9.

Bullying Prevention

The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with children.

Safety Act

Pursuant to AB 1955 (2024), employees of the Charter School shall not be required to disclose any information related to a pupil's LGBTQ+ identity to any other person without the pupil's consent unless otherwise required by state or federal law. This provision shall not limit a parent's ability to request school records on behalf of their child.

Homicide Threats

The Charter School shall comply with all requirements under Education Code Sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All employees and Board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

Gun Safety Notice

At the beginning of the first semester, the Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

Athletic Programs

The Charter School shall comply with all applicable laws related to health and safety policies and procedures surrounding athletic programs at charter schools, including but not limited to providing information to athletes regarding sudden cardiac arrest and annually providing each athlete an Opioid Factsheet for Patients.

Transportation Services

The Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

Extreme Weather Policy

On or before July 1, 2026, the Charter School will develop, adopt, and implement a weather policy that includes protocols for extreme weather conditions, and incorporate the standardized guidelines developed by the CDE.

Sexual Harassment

VCGA is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, immigration status, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, immigration status, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. VCGA shall develop a comprehensive policy to prevent and

immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with VCGA's anti-discrimination and harassment policies.

VCGA will require all employees to undergo sexual harassment and abusive conduct training for the duration and frequency as required by California law.

VCGA shall develop a written policy on sexual harassment and to display that policy in a prominent location in the main administrative building or other area of the educational institution's campus or school site. VCGA shall provide the policy to students as part of any orientation program conducted for new or continuing students at the beginning of each quarter, semester, or summer session and, as applicable

Tribal Regalia/Objects of Religious or Cultural Significance

VCGA shall allow students to wear traditional tribal regalia or items of religious, cultural and tribal significance to school graduation ceremonies held by the charter school and may, under specific circumstances as set forth in the law, limit items that would create a substantial disruption of, or material interference with, the school ceremony.

Public School Fair Debt Collection Act

The Public School Fair Debt Collection Act (Assembly Bill 1974 [2018]) mandates that a pupil can never owe or be billed for a debt owed to a charter school. As such, VCGA school shall comply with all provisions of the Public Schools Fair Debt Collection Act, including the prohibition on taking any negative actions against a pupil because of a debt, prohibiting a debt collector from making a negative credit report for such a debt and prohibiting a charter school from selling debt to debt collector.

Pregnant and Parenting Students

VCGA shall comply with all the requirements of Assembly Bill 2289 [2018] providing required protections for pregnant and parenting students, including but not limited to an annual notice to students about their rights in school year welcome packets and independent study packets.

Child Hunger Prevention and Fair Treatment Act

VCGA shall comply with the requirements of the Child Hunger Prevention and Fair Treatment Act of 2017, and ensure that a pupil whose parent or guardian has unpaid school meal fees is not denied a reimbursable meal of the pupil's choice because of the fact that the pupil's parent or guardian has unpaid meal fees and ensure that the pupil is not shamed or treated differently from other pupils.

Migratory Children

VCGA will allow a pupil who is a migratory child to continue attending their school of origin regardless of any change of residence of the pupil. VCGA will inform a pupil who is a migratory child and that pupil's parent or guardian of the impact of remaining in the school of origin on the eligibility of that pupil to receive migrant education services.

ELEMENT 7: MEANS TO ACHIEVE STUDENT POPULATION BALANCE

Governing Law: The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Education Code Section 47605(c)(5)(G)

Outreach Efforts to Reach Racial and Ethnic, Special Education, and English Learner Balance

In our efforts to serve all students, admissions outreach is designed to attract a diverse student population. Parents should have options to best meet the needs of their children. As a result, it is our responsibility to make families aware of the educational options for their children. Vista Condor Global Academy is committed to serving all students. We therefore will recruit an ethnically and academically diverse population from the area immediately surrounding the school. Additionally, local non-profit organizations who serve homeless children, children in the foster-care system, and other children whose circumstances put them at risk for school failure will be encouraged to refer families to the charter school by flyers and phone conversations with local community-based organizations. All community recruitment outreach will be conducted throughout the year on an on-going basis. Recruitment at the local preschools will be coordinated. These meetings are generally held in the spring but are determined by those schools.

Vista Condor Global Academy will notify parents and students in the community of its offerings through the following methods:

1. Provide information handouts to businesses frequented by local community members. The flyers will include enrollment period and lottery information (location, date, time).
2. Community outreach efforts including communication with local public libraries, park and recreation centers, community-based organizations, and churches.
3. Flyers in Spanish and English announcing the enrollment period will be distributed to the local elementary schools. The flyers will include enrollment period and lottery information (location, date, time).
4. Vista Condor Global Academy will participate in presentations at local preschools. At the presentations, flyers will be provided which will include enrollment period and lottery information (location, date, time). VCGA will only participate if invited by the local preschool to attend the parent meeting.
5. Vista Condor Global Academy's website will contain current information about the Charter School. The website will include enrollment period and lottery information (location, date, time).

All outreach will be conducted in both English and Spanish.

Student Population Balance

Because of Vista Condor Global Academy's comprehensive effort to reach a large number of groups representing diverse populations that exist in Santa Ana, we believe the result will be a racial and ethnic, special education, and English learner student balance that is reflective of the general population residing within the territorial jurisdiction of the District.

VCGA will maintain an accurate accounting of students that represent the diverse racial and ethnic, special education, and English learner groups enrolled in the Charter School. We will also keep documentation of the efforts the Charter School has made to achieve student population balance on file.

ELEMENT 8: ADMISSION POLICIES AND PROCEDURES

Governing Law: Admission policies and procedures, consistent with [Education Code Section 47605] subdivision(e). Education Code Section 47605(c)(5)(H)

The Charter School shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against a pupil on the basis of the characteristics listed in Section 220. The Charter School will comply with all laws establishing the minimum and maximum age for public school attendance in charter schools. Except as proved in the case of a public random drawing, admission to the Charter School shall not be determined according to the place of residence of the pupil, or of the pupil's parent or legal guardian, within the state. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

The Charter School shall admit all pupils who wish to attend VCGA.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

The Charter School shall require students who wish to attend the Charter School to complete an application form. After admission, students will be required to submit an enrollment packet, which shall include the following:

1. Student enrollment form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements

6. Release of records¹

Senate Bill 75

VCGA will at all times abide by the requirements of SB 75 (2019-2020), which prohibits charter schools from discouraging students from enrolling or encouraging existing students to disenroll for any reason and requires charter schools to provide specified information to parents and students regarding enrollment in the school.

McKinney-Vento Homeless Assistance Act

Vista Condor Global Academy shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. VCGA shall provide specific information in its outreach materials, website, at community meetings, and other open fora that notifies parents and/or guardians that the school is open to enroll and provide services for all students.

Non-discrimination

Vista Condor Global Academy shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate applicable federal or state law, prior to admission, participation in any admission or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. VCGA may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admission preferences set forth in this Charter.

VCGA shall not request or require submission of a student's IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

Enrollment Process Admission Requirements

Vista Condor Global Academy shall admit all pupils who wish to attend the Charter School, up to capacity. There will be no admission requirements for the school (e.g., minimum grade point average, test scores, discipline records, etc.). Parents and students admitted to the school are requested to attend an orientation session to review school policies and procedures and learn about the opportunities provided by the Charter School, but their attendance or lack of attendance will not impact their student's admission. The Principal will work to assure that all

¹ In accordance with Education Code Section 47605(e)(4)(B), the Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

families understand these expectations and that they are aware of the different ways they can be involved in the school.

Admission Preferences

Existing students are exempt from any lottery and shall be guaranteed enrollment for the following school year.

VCGA shall extend an admission preference to siblings of students admitted to or attending the Charter School, and children or relatives of VCPS employees.

An admission preference shall also be extended to pupils who reside in the Santa Ana Unified School District boundaries.

Implementation of the Public Random Drawing

As per Education Code Section 47605(e)(2), if the number of applicants exceeds capacity at the time of the application deadline, students will be admitted to the Charter School through a public random drawing (“lottery”).

Following the open enrollment period each year, applications will be counted to determine if any grade level has received more applications than spaces are available. In the event that this happens, the Charter School will hold a public random drawing.

This lottery will determine admission for the impacted grade level(s), with the exception of existing students of Vista Condor Global Academy, who are guaranteed enrollment in the following school year.

The random public drawing shall be conducted as follows:

- The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Superintendent). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.
- Transitional Kindergarten and Kindergarten lotteries will be conducted first, following the preferences listed above.

- In grades 1 through 5, if space is available, these spaces will be filled through the lottery following the preferences listed above.

Admission applications for each grade level are kept separate. If the number of applications in each grade level does not exceed the grade's capacity, all students applying for admission in that grade will be admitted. When a grade level request exceeds the grade's remaining capacity, then the lottery's random drawing process will be used until capacity is reached. A student who is admitted will be listed by the number drawn, and shall be considered an eligible student for enrollment. The parents will be notified of the offer of admission through a phone call and letter from the Charter School office. Once parents are notified, they will have two business days to decide if they want to enroll in the Charter School.

After all grade levels have reached capacity, a waitlist will be established based on the order of applications drawn during the lottery. This list will be kept in the main office and will be available for the public to view during the entire school year, following the lottery.

Parents and students will be informed of the rules of the public random drawing at the time they fill out an application for admission into the Charter School. Rules of the public random drawing will be printed on the application. The rules are also available for all staff and other interested parties by request and on the Charter School's website.

After all grade levels have reached capacity, a waitlist will be established based on the order of the lottery draw. Within one week of the lottery, parents will be notified of their status on the waitlist. When students are moved from the waitlist to the admitted list based on grade level capacity, parents will be notified by telephone or mail by the office manager.

Waitlists will be maintained for the current enrollment year only. Waitlists will not carry over to the following year and those applicants on the waitlist must re-apply the following year.

Any applications forms received after the open-enrollment deadline shall be held in abeyance for subsequent lotteries, as needed.

Once placed on a waitlist, a student will remain on the list until one of the following occurs:

1. The student is admitted into the Charter School as space becomes available and enrolls in the Charter School.
2. The parent/guardian requests that the student be removed from the wait-list.
3. The end of the school year for which the student was on the wait list.

When a space becomes available in a grade level, the space will be offered to the first name on the wait-list for that grade level if a wait-list exists for that grade level. The notification will be phoned and/or emailed to contact information on the application of interest.

It is the parent or guardians' responsibility to update their contact information continuously with the Charter School. The Charter School shall not be responsible for failed attempts to contact a wait-listed parent due to expired contact information.

Once notified of an available space, a parent/guardian will have the following options:

1. Accept the available space within two business days of the offer.
2. Decline the available space and be removed from the wait-list.
3. Decline the available space and be placed at the end of the wait-list.
4. If the school does not receive a response within two business days of the offer, the Charter School will deem the parent to have declined the available space and remove the student from the wait-list.

If the offer of admission is accepted, a written notification with the enrollment packet will be sent to the address on the application of interest form. The parent/guardian has five (5) days to return a completed enrollment packet and schedule a parent orientation, or the space will be forfeited. If the offer is not accepted or the space is forfeited, the space will be offered to the next name on the list and the above procedure will continue until either the space is filled, or the wait-list is exhausted.

In the event a situation arises that is not covered by this procedure, the Superintendent will determine the fairest method for resolution of the issue.

Vista Condor Global Academy will retain the following documentation of the lottery, admission, and enrollment process and procedures, including:

1. Agendas from information sessions.
2. Completed application forms will be kept until the end of the school year.
3. The list of students chosen through the lottery will be kept until the end of the year.
4. Completed enrollment packets are filed in each individual students' cumulative file.
5. Agendas from admission/orientation meetings will be kept until the end of the year.
6. Sign-in sheets from admission/orientation meetings will be kept until the end of the year.

The following table provides the annual timeline of enrollment activities:

Annual Timeline	Activities
November 15 th – January 15 th	Open enrollment period. Application forms are available on-line on the VCGA website, in the main office, at parent informational sessions, and community events.
November - January	Parent Informational Sessions are held.
January 15 th	Application forms for the following school year due (VCGA Main Office)

January 20 th	Public random drawing (if necessary, based on the number of applications received for each grade level).
January 21 st – 22 nd	Admission notification and enrollment packets will be distributed to parents, for students who have been selected to attend VCGA in the public random drawing.
January 21 st – 27 th	Complete enrollment packets due: VCGA Main Office

ELEMENT 9: ANNUAL INDEPENDENT FINANCIAL AUDITS

Governing Law: The manner in which annual independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(c)(5)(I)

The annual audit shall be conducted in compliance with the Education Code Sections 47605(c)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide.

Annual Audit Procedures

An independent financial audit will be conducted at Vista Condor Global Academy annually. Vista Condor Global Academy will retain the services of an independent auditor/CPA from the list of State Controller’s list of approved auditors who is familiar with California Public School accounting procedures and public school finances. Such an audit will, at a minimum, verify the accuracy of the Charter School's financial statements, revenue related data collection and reporting practices, and examine the Charter School's internal controls, to the extent required by the State Controller’s K-12 Audit Guide.

The Superintendent, in collaboration with the Vista Charter Public Schools’ Board of Directors, will be responsible for contracting, working with, and overseeing the independent financial audit, which will be reported to the Vista Charter Public Schools’ Board.

The annual audit will be completed and VCGA will send a copy of its annual audited financial report to the Orange County Department of Education, the State Controller, and the California Department of Education by December 15 of each year.

The Superintendent, along with the audit committee, if any, will review any audit exceptions or deficiencies and report to the Board of Directors with recommendations on how to resolve them. The Board will submit a report to the County describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the County along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

The independent financial audit of the Charter School is a public record to be provided to the public upon request.

ELEMENT 10: SUSPENSION & EXPULSION PROCEDURES

Governing Law: The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that are consistent with all of the following:

- (i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.*
- (ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:*
 - (I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.*
 - (II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.*
- (iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian Child, as defined in section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).*

(iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information. Education Code Section 47605(c)(5)(J)

General Provisions

Vista Condor Global Academy shall provide due process for all students, should suspension or expulsion be used as a disciplinary procedure. This due process shall include but is not limited to adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

VCGA shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

VCGA shall be responsible for the appropriate interim placement of students during and pending the completion of VCGA's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

VCGA shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g., truancy or excessive tardiness.

While VCGA understands that suspension and expulsion may be necessary under certain circumstances, VCGA firmly believes that its comprehensive Discipline Foundation Policy described below shall be utilized in order to avoid suspension or expulsion, if possible.

General Assurances on Pupil Safety

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and wellbeing of all students at the Charter School.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students.

The Policy and its Procedures will be distributed as part of the Student Handbook and will clearly describe discipline expectations, including a description on how it will be updated and maintained.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on

a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians² are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to IDEA or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the Education Code, when imposing any form of discipline on a student identified as an individual with disabilities, for whom the Charter School has a basis of knowledge of a suspected disability, or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian and shall inform the student, and the student's parent/guardian of the basis for which the student is being involuntarily removed, and the student's parent/guardian's right to request a hearing to challenge the involuntary removal. If a student's parent/guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study written agreement.

² The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

Discipline Foundation Policy

Positive behaviors have been associated with positive academic outcomes (Birch & Ladd, 1997; Feshbach & Feshbach, 1987; Wentzel, 1993), while negative behaviors (e.g., inattention, distractibility, and withdrawn behaviors) have been associated with negative academic outcomes (Akey, 2006; Kane, 2004). VCGA cultivates a positive school environment that is characterized by mutual respect. Students are introduced to the school's expectations during the student orientation days, and they are also reviewed on the first day of school.

At VCGA we believe that high, clearly defined, and consistent expectations will support students' self-confidence and that their efforts will lead to success in school. Research demonstrates that schools in which students achieve high levels of performance tend to set high expectations and standards (Marzano, 2011). VCGA takes a proactive school-wide approach to behavior management. As a Character Counts school, Vista Condor Global Academy focuses on the Six Pillars of Character (Trustworthiness, Respect, Responsibility, Fairness, Caring, Citizenship). These pillars apply to most behavioral situations and are shared with students and families. The Six Pillars of Character are proactively taught and are consistently reinforced throughout the school.

VCGA's discipline policy combined with the Six Pillars of Character are practices aligned with Vista Charter Public School's Discipline Foundation Policy, requiring every school within Vista Charter Public Schools to adopt and implement a school-wide positive behavior support discipline plan. Under the new policy, "all school level plans will include teaching school rules and social emotional skills; reinforcing appropriate student behavior; using effective classroom management and positive behavior support strategies by providing early intervention for misconduct and appropriate use of consequences."

Discipline Policies

VCGA's Restorative Behavior Policy is included in the Charter School's student handbook. The discipline policy is communicated to all stakeholders through distribution of the student handbook, during the student orientation days as well as during enrollment. The parent/student handbook has been developed in a collaborative process between school staff and parents.

Notification of Policies

The Charter School's office manager shall ensure that pupils and their parents/guardians are provided with the Student/Parent Handbook at the time of enrollment. The parents and students will be informed verbally that the handbook includes all policies and procedures for pupil conduct and discipline. The Student/Parent Handbook will be provided again to all students every school year, posted on the School's website, and shall also be available upon request in the main office of the school.

Key Elements to a School-wide Program

To have a successful program, we must have:

- Teacher Collaboration and Coherence
- Clarity and Consistency for Students
- Parent Communication and Documentation

Our System

Willful Defiance

VCGA shall not suspend or expel a student for disrupting school activities or otherwise willfully defying the valid authority of those school personnel engaged in the performance of their duties.

Homework

VCGA believes homework is a purposeful tool that reinforces classroom learning, builds self-discipline, and supports college and career readiness. Homework should be relevant, ungraded, and accompanied by meaningful feedback. Students, families, and teachers each play a vital role. Students take ownership of their learning, families provide support and structure, and teachers assign thoughtful tasks, monitor workload, and adapt to individual needs. Through intentional homework practices, VCGA promotes academic growth, independence, and a strong partnership between school and home, as outlined in the school's Homework Policy.

Grounds for Suspension and Expulsion of Students

We believe that it is essential to establish and maintain a positive culture that supports learning and achievement. VCGA takes a positive proactive, restorative school-wide approach to behavior management as described in the school's Parent-Student Handbook Policy in order to ensure a positive school culture.

At the time of enrollment and during the parent orientation meetings, parents and students are provided with a clearly delineated list of violations for which students may be suspended or expelled. A student may be suspended or expelled for any of the acts enumerated in this section and related to school activity or school attendance that occur at any time, including, but not limited to, any of the following, unless otherwise specified in the table below:

- While on school grounds.
- While going to or coming from school.
- During, or while going to or coming from, a school-sponsored activity.
- Students who present an immediate threat to the health and safety of others may also be suspended or expelled.

Administrators follow the lists of enumerated offenses below to determine when expulsion of a student is deemed mandatory, expected, or at administrator's discretion.

Must Recommend Expulsion (non-discretionary)

- a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee's concurrence.
- b. Brandished a knife at another person.
- c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

Shall Recommend Expulsion Unless Specific Circumstances Render Inappropriate

- a. Causing serious physical injury to another person, except in self- defense.
- b. Possession and/or use of any substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for the first offense for possession of not more than one avoirdupois ounce of marijuana other than concentrated cannabis
- c. Robbery or extortion.
- d. Assault or battery, or threat of, on a school employee.

The recommendation for expulsion shall be based on one or both of the following:

- 1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- 2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others

May Recommend for Expulsion (Discretionary)

- a. Inflicted physical injury; assault or battery, as defined in Penal Code Sections 240 and 242, upon any school employee
- b. Possessed dangerous objects
- c. Possessed drugs or alcohol (policy determines which offense)
- d. Sold look-alike substance representing drugs or alcohol
- e. Committed robbery/extortion

- f. Caused damage to property
- g. Committed theft
- h. Used tobacco (policy determines which offense)
- i. Committed obscenity/profanity/vulgarity
- j. Possessed or sold drug paraphernalia
- k. Received stolen property
- l. Possessed imitation firearm
- m. Committed sexual harassment
- n. Harassed, threatened or intimidated a student witness
- o. Sold prescription drug Soma
- p. Committed hazing
- q. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.
- r. Participating in the act of hate Violence and Terroristic Threats

The recommendation for expulsion shall be based on one or both of the following:

1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others

May be Recommended for Suspension

1. Caused, attempted to cause, or threatened to cause physical injury to another person
2. Willfully used force or violence upon another person
3. Unlawfully possessed, used, or otherwise furnished, or been under the influence of, any controlled substance, an alcoholic beverage or an intoxicant of any kind. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance, an alcoholic beverage, or an intoxicant of any kind
5. Committed or attempted to commit robbery or extortion
6. Caused or attempted to cause damage to school property or private property

7. Stolen or attempted to steal school property or private property
8. Possessed or used tobacco, or any products containing tobacco or nicotine products. Students who voluntarily disclose their use of a tobacco product in order to seek help through services or supports shall not be suspended solely for that disclosure
9. Committed an obscene act or engaged in habitual profanity or vulgarity
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia
11. Knowingly received stolen school property or private property
12. Possessed an imitation firearm
13. Committed or attempted to commit a sexual assault or committed a sexual battery
14. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding

IN-SCHOOL SUSPENSION

1. The intent is to encourage alternatives to off-campus suspension that led to resolution of student misconduct without sending students off campus.
2. In-school suspension allows the Charter School to:
 - a. Remove the disruptive student from general student body.
 - b. Consider student as being present for ADA purposes.
 - c. Reduce the number of out-of-school suspensions.

Students may be assigned by the principal to a supervised suspension classroom for the entire period of suspension if the student poses no imminent danger or threat to the campus, other students, or staff. Students who caused, attempted to cause, threatened to cause, or participated in an act of hate violence; engaged in harassment, threats, or intimidation against a pupil or group of pupils or school personnel; or made terroristic threats against school officials or school property, or both) are precluded by law for in- school suspension.

Guidelines for Supervised Suspension Classroom

- At the time a student is assigned to a supervised suspension classroom, the Charter School principal shall notify, in person or by phone, the student's parent/guardian.
- The teacher(s) shall provide all assignments and tests that the student will miss while suspended.
- A student who is serving an in-school suspension will be provided with appropriate counseling services for the day.

- Students with disabilities shall be provided with supports and services as described in their IEP.

SUSPENSION PROCEDURES

Authority to Suspend

The Principal has the authority to suspend following the procedures listed below.

Suspension Procedures

Suspension from Class: A teacher-generated suspension from class is for the day of the act. The teacher shall immediately report the suspension to the Principal, who will then report the suspension to the Superintendent. The pupil will be sent to the principal or an administrative designee for appropriate action, which may include suspension from school or other disciplinary measures.

Suspensions from school shall be initiated according to the following procedures:

Informal Conference

Suspension shall be preceded, if possible, by an informal conference conducted by the Principal with the pupil and his or her parent and, whenever practicable, the teacher, supervisor, or school employee who referred the pupil to the Principal.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him/her and shall be given the opportunity to present his/her version and evidence in his/her defense

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials.

In an emergency situation, a conference may be omitted, if there is a clear and present danger to the lives, safety, or health of students or Charter School personnel.

Suspension Notification

At the time of the suspension, the office manager will make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a pupil is suspended, the parent/guardian shall be notified in writing of the suspension. This notice shall state the specific offense committed by the pupil. In addition, the notice will also state the date and time when the pupil may return to school. In addition, the notice will include directions for appealing a suspension.

Suspension Time Limits

- Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension, unless suspension is extended by the principal pending an expulsion hearing. A student may not be suspended for more than 20 days in a school year.
- When students are suspended, teachers will provide homework for them that will ensure that their education continues while they are absent from school. Teachers will meet with the suspended student to review homework and administer tests, as needed.
- The pupil and the pupil's guardian will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing based on if (1) the pupil's presence will be disruptive to the education process, or

(2) the pupil poses a threat or danger to others.

Suspension Appeal Process

During the required parent conference, information is provided in writing and verbally to the parent or guardian and student, in a language they understand, about their right to appeal a suspension, along with information about the appeal process:

- To initiate an appeal, the student or parent or guardian must contact the Superintendent in writing from the day of suspension to five (5) school days following the last day of the student's suspension.
- The Superintendent who was not involved in the initial suspension will gather information from the principal, parent or guardian, and student to determine whether or not the principal suspended the student properly and followed all applicable procedures. The Superintendent will consider the reasons the family feels the suspension was incorrect or inappropriate and may contact the family and/or school staff to clarify information.
- Based on the information submitted or requested, the Superintendent may make one of the following decisions regarding the suspension:

- Uphold the suspension

- Determine that the suspension was not within the Charter School’s guidelines, overturn the suspension, and order that all records and documents regarding the disciplinary proceeding be discarded.
- The Superintendent will mail a copy of the decision to the parent or guardian and student within five days of the issuing the decision.
- A copy of the decision will also be given to the Charter School principal.

Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student’s return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student’s overall grade in the class.

Authority to Expel

A pupil may be expelled by the Expulsion Panel which consists of at least one certificated employee and the Superintendent, following an expulsion hearing. The Expulsion Panel may expel any pupil found to have committed an expellable offense. The student will return to the Charter School if not expelled.

Expulsion Procedures

Upon recommendation of expulsion by the principal, the pupil and pupil’s guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. The determination will be made by the principal upon either of the following determinations:

1. The pupil’s presence will be disruptive to the education process
2. The pupil poses a threat or danger to others. Upon either determination, the pupil’s suspension will be extended pending the results of an expulsion hearing.

Pupils recommended for expulsion are entitled to a hearing to determine whether the pupil should be expelled. Unless postponed for good cause, the hearing shall be held within 30 school days after the recommendation. The Charter School will be responsible for providing the student with appropriate educational opportunities, while the student is on suspension and awaiting an expulsion hearing.

The expulsion hearing will be presided over by the Expulsion panel, and the outcome will be reported to the Board of Directors.

Written notice of the hearing shall be forwarded to the pupil and the pupil's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include the following:

1. The date and place of the expulsion hearing.
2. A statement of the specific facts, charges, and offenses upon which the proposed expulsion is based.
3. A copy of the disciplinary rules, which relate to the alleged violation.
4. Notification of the pupil's or parent/guardian's obligation provide information about the pupil's status at the Charter School to any other school district or school to which the pupil seeks enrollment.
5. An explanation of the opportunity for the pupil or the pupil's parent/guardian to appear in person or to employ and be represented by counsel or an advocate.
6. An explanation of the right to inspect and obtain copies of all documents to be used at the hearing.
7. An explanation of the opportunity to confront and question all witnesses who testify at the hearing.
8. An explanation of the opportunity to question all evidence presented and to present oral and documentary evidence on the pupil's behalf, including witnesses.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

- Protection and non-disclosure of the witnesses and the use of sworn declarations in the hearing
- The complaining witness will be provided applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two adult support persons, (c) elect to have the hearing closed while testifying, have a room separate from the hearing room for the complaining witness' use and breaks during the hearing, provide testimony during school hours.
- If the support person is also a witness, support person shall be presented before the testimony of the complaining witness, and the complaining witness shall be excluded
- Nothing shall preclude the presiding officer from exercising discretion to remove a person from the hearing whom is believed to be prompting, swaying, or influencing the witness
- If the pupil being expelled requests a public hearing, the complaining witness shall have the right to have his/her testimony heard in a closed session or alternative methods videotaped, etc.)

Recording of Hearing

A record of the hearing shall be made and kept in the Charter School's main office. Records will be available for the student and parents/guardians of the student in question. The recording will be by digital audio.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A decision by the Expulsion Panel to expel must be supported by evidence that the pupil committed the expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay, and sworn declarations may be admitted as testimony from witnesses which the expulsion panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his/her testimony heard in a session closed to the public.

The principal's recommendation to expel a student shall be made in the form of a written recommendation to the Expulsion Panel who will make a final decision regarding the expulsion. The final decision by the Expulsion Panel shall be made within ten (10) school days following the conclusion of the hearing.

Notification of Expulsion

The principal, following a decision of the Expulsion Panel to expel shall send written notice of expulsion, including the Panel's findings of fact, to the pupil or parent/guardian. This notice shall include the following:

1. Notice of the specific offense committed by the pupil.
2. Notice that the pupil has a right to appeal and the date and process by which an appeal may be filed.
3. Notice of the pupil or parent/guardian's obligation to inform any new district in which the pupil seeks to enroll of the pupil's status with Vista Condor Global Academy.
4. Effective date of the expulsion.
5. Date the student will be reviewed for readmission.

Expulsion Appeal Process

To initiate an appeal, parent or guardian must contact the Superintendent in writing within fifteen (15) calendar days of the date of the expulsion.

The Superintendent will gather information from the site principal, student, parent or guardian to verify that the Charter School followed appropriate due process and all applicable procedures. The Superintendent will then present the case as well as facilitate an appeals hearing involving the original stakeholders to an Expulsion Appeals Panel (The entire board of directors) that does not consist of any original expulsion panel members.

Based on the information submitted or requested, the Expulsion Appeals Panel may make one of the following decisions regarding the expulsion:

Uphold the expulsion

Determine that the expulsion was not within the Charter School's guidelines, overturn the expulsion, and order that all records and documents regarding the disciplinary proceeding be discarded. No information regarding the expulsion will be placed in the student's permanent record, or shared with anyone not directly involved in the proceedings.

The Superintendent will contact the family and mail a copy of the decision to the student and/or parent or guardian within five (5) calendar days of the issuing the decision. A copy of the decision will also be given to the Charter School principal. The principal will immediately work with the family to bring the student back to school no later than five

(5) calendar days after the family is contacted.

Prior to the recommendation to suspend or expel a pupil, the Superintendent or designee shall notify the local law enforcement authority if certain specified acts have been committed by the pupil. Specified acts include the following:

1. Assault with a deadly weapon (Penal Code Section 245);
2. Possession or sale of narcotics or a controlled substance;
3. Possession of a firearm or firearms at a public school (Penal Code Section 626.9);
4. Possession of a dagger, ice pick, knife having a fixed blade longer than 2 1/2 inches, folding knife with a blade that locks in place, razor with an unguarded blade, taser or stun gun, BB, or pellet or other type of air gun, or spot marker (Penal Code Section 626.10)

If a student is under an expulsion order from another LEA, all information must be provided to VCGA for review. VCGA's Superintendent will determine if enrollment will be granted.

Rehabilitation Plans

Pupils who are expelled from VCGA shall be given a rehabilitation plan upon expulsion as developed by Vista Charter Public School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore,

the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to VCGA for readmission. VCGA shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

Readmission

Vista Charter Public Schools' Board of Directors shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Vista Charter Public School's Board of Directors shall readmit the pupil, unless Vista Charter Public School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

Reinstatement

Vista Charter Public Schools' Board of Directors shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Vista Condor Global Academy is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

Suspension or Expulsion of Students with Disabilities

In the case of a student who has an IEP, or a student who has a 504 Plan, VCGA will ensure that it follows the correct disciplinary procedures to comply with the mandates of state and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973. An IEP team will meet to conduct a manifestation determination and to discuss alternative placement. Prior to recommending expulsion for a student with a 504 Plan, VCGA Site Coordinator, Director of Education or Administration will convene a manifestation determination meeting to determine if the student's misconduct was caused by, or directly and substantially related to the student's disability and was the misconduct a direct result of the Charter School's failure to implement the 504 Plan or IEP. VCGA shall also notify its SELPA of the proceedings.

Services during Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, VCGA,

the parent, and relevant members of the IEP team shall review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents to determine:

- a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP.

If VCGA, the parent, and relevant members of the IEP team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If VCGA, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP Team shall:

- a) Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that VCGA had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c) Return the child to the placement from which the child was removed, unless the parent and VCGA agree to a change of placement as part of the modification of the behavioral intervention plan.

If VCGA, the parent, and relevant members of the IEP team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP, then VCGA may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or VCGA believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or VCGA, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and VCGA agree otherwise.

Special Circumstances

VCGA personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP team.

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated VCGA's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if VCGA had knowledge that the student was disabled before the behavior occurred.

VCGA shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to VCGA supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other VCGA personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the special education case manager or to other VCGA supervisory personnel.

If VCGA knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If VCGA had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. VCGA shall conduct an expedited evaluation if requested by the parents;

however, the student shall remain in the education placement determined by VCGA pending the results of the evaluation.

VCGA shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Gun Free Schools Act

Vista Condor Global Academy shall comply with the federal Gun Free Schools Act.

ELEMENT 11: RETIREMENT COVERAGE

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Education Code Section 47605(c)(5)(K)

All Vista Condor Global Academy employees will have access to appropriate retirement plans as outlined below. The Superintendent of Vista Charter Public Schools will be responsible for ensuring that appropriate arrangements for the coverage listed below have been made.

Non-Certificated Staff

All non-certificated staff at VCGA will participate in the federal Social Security system. VCGA will continue to contribute to these retirement systems for the duration of the charter petition.

Certificated Staff

All eligible certificated staff at VCGA will participate in the State Teachers' Retirement System. VCGA will continue to contribute to these retirement systems for the duration of the charter petition.

VCGA reserves the right to offer employees voluntary 403(b) or 457 retirement plans.

ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(c)(5)(L)

No student may be required to attend Vista Condor Global Academy. Students who reside within the District who choose not to attend Vista Condor Global Academy may attend another school within the District or a school within another school district according to the District's intra-and inter-District policies.

Parents and guardians of each student enrolled in Vista Condor Global Academy will be informed on admission forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in Vista Condor Global Academy, except to the extent that such a right is extended by the local education agency.

ELEMENT 13: EMPLOYEE RETURN RIGHTS

Governing Law: The rights of an employee of the school district upon leaving the employment of the school district, to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(c)(5)(M)

No public school district employee shall be required to work at Vista Condor Global Academy. Employees of the District who choose to leave the employment of the District to work at Vista Condor Global Academy will have no automatic rights of return to the District after employment by Vista Condor Global Academy, unless specifically granted by the District through a leave of absence or other agreement.

Vista Condor Global Academy employees shall have any right upon leaving the District to work in Vista Condor Global Academy that the District may specify, and any rights of return to employment in a school district after employment in Vista Condor Global Academy that SAUSD or public school district may specify, and any other rights upon leaving employment to work in Vista Condor Global Academy that the District determines to be reasonable and not in conflict with any law.

Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to Vista Condor Global Academy. Employment by Vista Condor Global Academy provides no rights of employment at any other entity, including any rights in the case of closure of Vista Condor Global Academy.

ELEMENT 14: DISPUTE RESOLUTION PROCEDURES

Governing Law: The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter. Education Code Section 47605(c)(5)(N)

The Charter School recognizes that it cannot bind the County to a dispute resolution procedure to which the County does not agree. The following policy is intended as a starting point for a discussion of dispute resolution procedures. The Charter School is willing to consider changes to the process outlined below as suggested by the County.

The Charter School and the County will be encouraged to attempt to resolve any disputes amicably and reasonably without resorting to formal procedures.

In the event of a dispute between the Charter School and the County, Charter School staff, employees and Board members of the Charter School and the County agree to first frame the issue in written format (“dispute statement”) and to refer the issue to the County Superintendent and VCPS Superintendent, or their respective designees. In the event that the County Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the County to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the County’s ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The County Superintendent and VCPS Superintendent, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the County Superintendent and VCPS Superintendent, or their respective designees, and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the County Superintendent and VCPS Superintendent, or their respective designees, shall meet to jointly identify a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the County Superintendent and VCPS Superintendent, or their respective designees. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the County and the Charter School. If mediation does not resolve

the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the County and the Charter School.

Internal Disputes

The Charter School shall have an internal dispute resolution process to be used for all internal disputes related to the Charter School's operations. The Charter School shall also maintain a Uniform Complaint Policy and Procedures and Title IX complaint procedures, as required by state and federal law, respectively. Parents, students, Board members, volunteers, and staff at the Charter School shall be provided with a copy of the Charter School's policies and internal dispute resolution process. The County shall promptly refer all disputes not related to a possible violation of the charter or law to the Charter School.

ELEMENT 15: SCHOOL CLOSURE PROCEDURES

Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of public records. Education Code Section 47605(c)(5)(O).

Closure Procedures

The Charter School will promptly notify parents and students of the Charter School, the Orange County Department of Education, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Charter School will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

The Charter School will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which it will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the County with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the FERPA. The Charter School will ask the County to store original records of Charter School students. All student records of the Charter School shall be transferred to the County upon Charter School closure. If the County will not or cannot store the records, the Charter School shall work with OCDE to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the County promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in

apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the nonprofit public benefit corporation. Any assets acquired from the County or County property will be promptly returned upon Charter School closure to the County. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

ADDITIONAL PROVISIONS

A. Budgets and Financial Reporting

Governing Law: The petitioner or petitioners also shall be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(h).

Attached, as Appendix A, please find the following documents:

- Budget narrative
- A projected budget
- Financial projections and cash flow for three years of operation

These documents are based upon the best data available to the petitioners at this time.

The Charter School shall provide reports to the County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the County:

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, a local control and accountability plan and an annual update to the local control and accountability plan required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the State Controller, California Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the County shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

The Charter School shall provide reporting to the County as required by law and as requested by the County including, but not limited to, the following: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card (SARC), and the LCAP.

The Charter School agrees to and submits to the right of the County to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the County.

B. Insurance

The Charter School shall acquire and finance general liability, workers' compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by the Charter School's insurer. The County Board of Education shall be named as an additional insured on all policies of the Charter School.

C. Administrative Services

Governing Law: The manner in which administrative services of the charter school are to be provided. Education Code Section 47605(h).

The Charter School will provide or procure its own administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development either through its own staff or through an appropriately qualified third-party contractor.

D. Facilities

Governing Law: The facilities to be used by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. Education Code Section 47605(h).

Vista Condor Global Academy is located at 2609 West 5th Street, Santa Ana, CA 92703.

Vista Condor Global Academy's facility has 39 classrooms, a library, main office, adult and student restrooms, cafeteria, gymnasium, and an outdoor recreational space. The total square footage of Vista Condor Global Academy's facility is 66,181 square feet.

E. Potential Civil Liability Effects

Governing Law: Potential civil liability effects, if any, upon the charter school and upon the school district. Education Code Section 47605(h).

The Charter School shall be operated by a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(d), an authority that grants a charter to a charter school operated by a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the County in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other County-requested protocol to ensure the County shall not be liable for the operation of the Charter School.

Further, the Charter School intends to enter into a memorandum of understanding with the County, wherein the Charter School shall indemnify the County for the actions of the Charter School under this charter.

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts shall be determined by recommendation of the County and the Charter School's insurance company for schools of similar size, location, and student population. The County shall be named an additional insured on the general liability insurance of the Charter School.

The Charter School Board shall institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Appendices

Appendix A: Budgets and Financial Reporting

Appendix B: El Dorado SELPA Letter of Good Standing

Appendix C: Board Resolution Authorizing Submission of Vista Condor Charter Petition