LAUSD
BOARD-APPROVED
PETITION RENEWAL
DATE: 10/13/2026
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TERM: 2027-2032

Vista Horizon Global Academy

Charter Petition for a Five-Year Term
(July 1, 2027 – June 30, 2032)

Submitted to the Los Angeles Unified School District
Board of Education

July 16, 2026

Dr. Collin Felch, Superintendent/Lead Petitioner
Vista Public Charter Schools

Table of Contents

Table of Contents 2
Assurances, Affirmations, and Declarations 3
Element 1 – The Educational Program 5
Element 2 – Measurable Pupil Outcomes and 131
Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured 131
Element 4 – Governance 140
Element 5 – Employee Qualifications 157
Element 6 – Health and Safety Procedures 196
Element 7 – Means to Achieve Racial and Ethnic, Special Education, and English Learner, including Redesignated Fluent English Proficient Pupils Balance 203
Element 8 – Admission Policies and Procedures 206
Element 9 – Annual Financial Audits 212
Element 10 – Suspension and Expulsion Procedures 214
Element 11 – Employee Retirement Systems 233
Element 12 – Public School Attendance Alternatives 235
Element 13 – Rights of District Employees 236
Element 14 – Mandatory Dispute Resolution 237
Element 15 – Charter School Closure Procedures 241
Additional Provisions 248

Assurances, Affirmations, and Declarations

Vista Horizon Global Academy (also referred to herein as "Vista Horizon," "VHGA" and "Charter School") shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter "Ed. Code") § 47605(e)(1).)

- Not charge tuition. (Ed. Code § 47605(e)(1).)

- Not discriminate against any pupil on the basis of 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. (Ed. Code § 47605(e)(1); Ed. Code § 220.)

- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)

- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)

- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School's capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as "LAUSD" and "District"). Preferences shall not result in limiting enrollment access for 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, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)

- 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, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)

- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, 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

with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)

- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)

- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(2).)

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School's employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

NOTE: This Charter contains specific "Federal, State and District Required Language" (FSDRL), including the *Assurances, Affirmations, and Declarations* section above. The FSDRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the FSDRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the FSDRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the FSDRL contained in the addendum, the provisions of the FSDRL addendum shall control.

Element 1 – The Educational Program

"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 pupils to become self-motivated, competent, and lifelong learners." **(Ed. Code § 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 those goals." **(Ed. Code § 47605(c)(5)(A)(ii).)**

"If the proposed charter school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A" to "G" admissions criteria may be considered to meet college entrance requirements." **(Ed. Code § 47605(c)(5)(A)(iii).)**

LOCAL CONTROL FUNDING FORMULA (LCFF) AND LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(c)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School "shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan." (Ed. Code § 47606.5(d).)

ACADEMIC CALENDAR AND SCHEDULES

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by California Code of Regulations, title 5, section 11960.

MATHEMATICS PLACEMENT

Charter School shall comply with all applicable requirements of the California Mathematics Placement Act of 2015.

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School's admissions, enrollment, and lottery.

WASC ACCREDITATION

If Charter School serves students in grades 9-12, before Charter School graduates its first class of students, Charter School shall obtain, and thereafter maintain, Western Association of Schools and Colleges (WASC) accreditation.

ENGLISH LEARNERS

Charter School shall identify potential English Learners in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to Charter School's core academic curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD Master Plan for English Learners and Standard English Learners *or* Charter School's own English Learner (EL) Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School's EL program, and shall address the following:

- How Charter School's EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School's core academic curriculum
- How English Learners' specific needs will be identified
- What services will be offered

- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

Each year, Charter School shall provide to the CSD a report on its annual evaluation of the effectiveness of its EL program. Upon request, Charter School shall provide a copy of its current EL Master Plan to the CSD.

Charter School shall administer the CELDT/ELPAC annually in accordance with federal and state requirements.

Charter School shall reclassify English Learners in accordance with federal and state requirements.

Charter School shall provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding Charter School matters to the same extent as other parents.

STUDENTS WITH DISABILITIES

Federal Law Compliance

Charter School 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, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

Special Education Program

Charter School shall ensure that no student otherwise eligible to enroll in Charter School shall be denied, directly or indirectly, admission due to a disability or to Charter School's inability to provide necessary services. Charter School acknowledges that policies and procedures are in place to ensure the recruitment, enrollment, service, and retention of students with disabilities at LAUSD-authorized charter schools, including Charter School.

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a "school of the district" for special education services, Charter School shall execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education and shall be considered a "public school of the District" for purposes of Special Education pursuant to Education Code section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b). In this instance, Charter School will execute a MOU with LAUSD on provisions of special education as a member of a non-LAUSD SELPA.

SELPA Reorganization

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two charter school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding ("MOU"), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

Use of District's Special Education Policies and Procedures and Data Systems

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of orders imposed upon the District pertaining to special education. All charter schools are required to use the District's Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs ("IEPs") and tracking of related services provided to students during the course of their education.

All charter schools are required to interface with My Integrated Student Information System (MiSiS) via a web based Application Programming Interface (API). MiSiS is a suite of applications which is designed to capture all student data.

General Information

GENERAL INFORMATION	
• The contact person for the Charter School is: [Name and Title]	Collin Felch, Superintendent
• The contact address for the Charter School is:	980 South Hobart Blvd. Los Angeles, CA 90006

• The contact phone number for the Charter School is:	(213) 224-6800
• The current address(es) of the Charter School is/are:	980 South Hobart Blvd. Los Angeles, CA 90006
• Location(s) is/are in the LAUSD Board District:	Board District 5
• Location(s) is/are in the LAUSD Region:	Region West
• The grade configuration of the Charter School is:	TK-5
• The grade level(s) are:	TK-5
• The total enrollment capacity will be: (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School during the proposed renewal term.)	450
• The type of instructional calendar (e.g., traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional
• The regular bell schedule will be:	8:05am - 2:45pm
• The term of this Charter:	July 1, 2027 - June 30, 2032

Self-Reflection for Charter School

Justification for Renewal: Introduction

In the past three consecutive school years, not one student at Vista Horizon Global Academy has been suspended. In that same period, the share of students who were chronically absent fell by more than half. VHGA's numerically significant student groups have outperformed the state in math on the CA School Dashboard and Verified Data shows strong progress toward annual typical growth in ELA in order address academic performance as well. At a school where 93% of students are Socioeconomically Disadvantaged and nearly half are English Learners, these are not incidental outcomes. They are the product of a deliberate model that treats belonging, family partnership, and academic support as inseparable, and they describe a school that students want to attend and families trust.

School Background

Vista Horizon Global Academy (VHGA) was established in 2019 and is located in the Echo Park community of Los Angeles. VHGA operates as one of six charter schools under the Vista

Charter Public Schools (also referred to herein as "VCPS") Governing Board in Southern California.

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

Mission and Vision

Our mission at Vista Horizon is to create a transformative TK-5 learning experience that is engaging, globally oriented, and builds a strong STEAM foundation for college and career readiness. We provide a quality education for all students that focuses on both heart and mind as critical tools of student engagement in learning. Our compassionate community of global learners develops students 'knowledge and skills, as well as their attitudes, behaviors, aspirations, and beliefs for success in the 21st century economy.

We envision a transformed school experience where Vista Horizon students develop global competence as well as a strong technological foundation, investigate the world beyond their immediate environment, conduct effective and pertinent research, recognize divergent perspectives, communicate their ideas effectively, and take action to improve their own conditions and the world around them. We envision a school where 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, VHGA 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.

Educational Approach

Comprehensive Student Support

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

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

VHGA has effectively implemented Positive Behavioral Interventions and Supports (PBIS), and 100% of students participate in Way of Council with their current grade-level teacher. This

multifaceted approach generates actionable insights that help refine practices and improve outcomes, empowering VHGA to meet the diverse needs of its learners with precision and care.

Inclusive Education Model

VHGA operates a full inclusion model for Students with Disabilities, reflecting the core belief that all students, particularly English Learners and Students with Disabilities, can flourish in inclusive environments with appropriate supports. Research demonstrates that integration in general education settings allows students to model language, behavior, and academic skills from their peers, enhancing learning while fostering the belonging and community that positively impact social-emotional development.

A Transformative Community School

VHGA was awarded the California Community Schools Partnership Program (CCSPP) Implementation Grant in Cohort IV. This five-year grant strengthens the Charter School's Multi-Tiered System of Supports (MTSS) and expands services to students and families. It funds instructional coaches and comprehensive professional development to build capacity among educators and the Instructional Leadership Team (ILT), and partially funds a Community Schools Coordinator who co-leads the Charter School's Attendance Team while pursuing partnerships with community-based organizations and agencies.

VHGA's community school vision integrates educational excellence, community engagement, and comprehensive support systems. The Charter School is designed to function as both an educational institution and a community hub: students receive high-quality instruction enhanced by wraparound support services, families access resources and engage meaningfully in their children's education, and deep collaboration with community partners addresses both academic and non-academic barriers to learning. In this model, VHGA serves not only as a school but as a cornerstone of community transformation and student success.

VHGA'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, VHGA 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, VHGA 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.

A Record of Accomplishment

The following accomplishments establish the context in which VHGA's renewal should be evaluated. They reflect measurable outcomes on the California School Dashboard, independent survey results, successful district oversight, and sustained investment in students and families.

Three Years, Zero Suspensions

VHGA received a Blue performance level on the 2025 California School Dashboard for the Suspension Rate Indicator across all reported student groups, including All Students, English Learners, Socioeconomically Disadvantaged students, and Hispanic students. Blue is the highest possible rating on this indicator. The Charter School has sustained a 0% suspension rate for three consecutive school years, reflecting schoolwide implementation of supportive practices that promote positive behavior, address student needs through tiered supports, and preserve instructional time for every student.

This outcome is attributable to a coordinated system rather than any single program: sustained community partnerships coordinated by the Community Schools Coordinator; daily Socio-emotional Learning (SEL) check-ins and Way of Council conversations grounded in the norms of Speak from the Heart, Be Spontaneous, and Be Lean; a home visit program that builds trust with families; the School Attendance Review Board (SARB) team; and an MTSS framework strengthened by CCSPP funding, through which behavioral concerns are met with supportive intervention rather than disciplinary action.

The Blue performance level on the Suspension Rate Indicator stands as evidence that supportive, restorative, and culturally responsive practices produce excellent behavioral outcomes for the students VHGA serves.

From the Classroom to the Community: Sustained Gains in Attendance

On the 2025 California School Dashboard Chronic Absenteeism Indicator, VHGA received a Blue performance level for All Students and Green performance levels for English Learners, Socioeconomically Disadvantaged students, and Hispanic students. The All Students chronic absenteeism rate declined from 10.2% to 4.9%, a reduction of 5.3%, approximately half the prior year's rate.

This improvement is notable given the Charter School's demographic profile, as these are student groups that historically face higher rates of chronic absenteeism in California. The Green performance levels achieved for each group indicate that the Charter School's investments in attendance support are producing equitable results across the student population. The gains are driven by the SARB process; a home visit program in which staff are trained through the Parent-Teacher Home Visit organization; daily SEL routines and the Way of Council practice that build belonging; coordinated outreach through the Community Schools Coordinator and the Greeting Team; and the MTSS framework supported by CCSPP funding.

School Culture and Community Confidence

VHGA's school culture is measured in student, staff, and parent survey results. In the most recent California Healthy Kids Survey, net promoter score data showed that parents rated the Charter School an average of 9.63 out of 10 when asked how likely they would be to recommend

it to others, based on 81 parent respondents. Staff rated the Charter School 9.38 out of 10, and students rated it 8.38 out of 10.

The Charter School fosters a welcoming environment and a strong sense of student belonging, recognizing student achievements through schoolwide celebrations and awards with a continued emphasis on social-emotional learning and PBIS. Families are engaged through:

- Monthly Coffee with the Principal sessions
- Committee meetings that ensure parent voice
- Parent-teacher conferences
- Family engagement events
- Regular multilingual newsletters and communication through the ParentSquare application

Arts, Enrichment, and Global Education

VHGA hosts numerous arts and enrichment programs, funded in part through Proposition 28, LCFF, and Expanded Learning Opportunities Program (ELOP) funding. Students perform in Winter Performing Arts Showcases and Spring Museum of Wonders performances, and participate in community-based events, including the recent Boyle Heights Youth Fest centered on youth empowerment.

The Charter School continues its focus on global education through Vista's Global Competency Framework, which integrates investigating the world, recognizing perspectives, communicating ideas, and taking action. The framework provides students with authentic learning experiences connected to global themes and real-world problem solving. Students have traveled to Santa Barbara and Solvang and participated in college field trips, including to UC Santa Barbara.

Operational Strength and Stewardship of Resources

VHGA has successfully completed seven LAUSD Annual Performance Based Oversight Visits (APBOV) during this petition term with particularly exemplary scores in 2025-2026 and anticipates another satisfactory APBOV Report for 2026-2027. The Charter School has maintained strong operational systems supporting instruction, compliance, and student services.

VHGA maximizes the use of its resources, including grant funding from the state's literacy grant, Prop 28, Art and Music Grant Funding, the California Community Schools Partnership Program Grant, the After School Education and Safety (ASES) Grant, and ELOP funding.

Purpose of This Petition

This petition presents VHGA's performance across the academic and school climate indicators of the California School Dashboard, its verified internal growth data, and comparisons to the schools of residence that VHGA students would otherwise attend. The analysis that follows is presented candidly. It identifies where the Charter School has excelled, most notably in school climate, attendance, and outcomes for English Learners, and it identifies where academic performance has declined and must improve.

Each indicator analysis is paired with an action plan drawn directly from the Charter School's adopted 2026-27 Local Control and Accountability Plan (LCAP), demonstrating not only what the data shows but what VHGA is doing in response. The Charter School that produced three years without a single suspension and cut chronic absenteeism by half has demonstrated it can

build the conditions in which students thrive. This petition sets out the case for renewal and the specific commitments through which VHGA will translate those conditions into stronger academic outcomes in the charter term commencing July 1, 2027.

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 Horizon Global Academy's schoolwide and numerically significant student group performance on the Dashboard, with "greater weight" focused on academic indicators (ELA, Math, Science 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 VHGA's schoolwide Dashboard state indicators and, for comparison purposes, Los Angeles Unified School District (LAUSD, the authorizer), and CA State, for the 2023, 2024 and 2025 Dashboards. The comparison includes all students, and the following numerically significant student groups: English Learners (EL), Socioeconomically Disadvantaged (SED), Students with Disabilities (SWD), and Hispanic.

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

This analysis examines Vista Horizon Global Academy's performance on the ELA Academic Indicator as reported on the 2023, 2024, and 2025 California School Dashboard. Performance is compared against VHGA's authorizer, LAUSD, and the State, measured by Distance from Standard (DFS). DFS is the distance between a student's score on the Smarter Balanced Summative assessments and the lowest possible scale score for Level 3/Proficient.

Reporting notes for VHGA student groups: The following analyzes All Students and the English Learner, Socioeconomically Disadvantaged, and Hispanic student groups. Two reporting conditions apply:

- **English Learners:** EL was not a numerically significant student group for VHGA on the 2023, 2024, or 2025 Dashboards. The CDE reported a Status level (Distance from Standard) but did not assign a Performance level (color) because less than 30 students were tested.
- **Students with Disabilities are excluded from this analysis.** SWD was not a numerically significant student group for VHGA on the 2023, 2024, or 2025 Dashboards, and because fewer than 11 SWD students were tested, the CDE does not publicly report a Status level or a Performance level for this group on the California School Dashboard. With no reportable Dashboard data, SWD cannot be analyzed and is not included below.

Academic Performance Trajectory: 2023–2025: Across the three most recent Dashboards, VHGA's ELA Academic Indicator shows a declining trajectory. Performance weakened from 2023 to 2024 to 2025, falling below both LAUSD and the state across most student groups:

- **2023 Dashboard:** All Students posted -28.4 DFS (Orange), slightly ahead of LAUSD and behind the state. Orange performance level (-28.4 DFS), outperforming LAUSD Orange (-32.4 DFS) by 4.0 points, and underperforming the state Orange (-13.6 DFS) by 14.8 points.
- **2024 Dashboard:** Performance fell sharply across All Students and every reported group, dropping below LAUSD and widening the gap with the state. Orange performance level (-53.6 DFS), a decline of 25.2 points from 2023; now underperforming LAUSD Yellow (-28.2 DFS) by 25.4 points and the state Orange (-13.2 DFS) by 40.4 points.
- **2025 Dashboard:** All Students reached -65.9 DFS (Orange) and Hispanic students fell to the Red performance level, with the gaps to LAUSD and the state at their widest in the three-year period. Orange performance level (-65.9 DFS), a further decline of 12.3 points; underperforming LAUSD Yellow (-17.8 DFS) by 48.1 points and the state Yellow (-8.1 DFS) by 57.8 points.

ELA Academic Indicator	2023 Dashboard			2024 Dashboard			2025 Dashboard		
	VHGA	LAUSD	CA State	VHGA	LAUSD	CA State	VHGA	LAUSD	CA State
All Students	-28.4 Orange	-32.4 Orange	-13.6 Orange	-53.6 Orange	-28.2 Yellow	-13.2 Orange	-65.9 Orange	-17.8 Yellow	-8.1 Yellow
*EL	-67.2 No Level	-87.8 Red	-67.7 Orange	-68 No Level	-78.7 Orange	-67.6 Orange	-66.4 No Level	-66.9 Yellow	-59.9 Yellow
SED	-30.8 No Level	-46.1 Orange	-42.6 Orange	-64.3 Orange	-40.2 Yellow	-40.9 Orange	-65.1 Orange	-29.4 Yellow	-35.3 Yellow
*SWD	No Level	-111.8 Orange	-96.3 Red	No Level	-106.9 Orange	-95.6 Red	No Level	-94.2 Orange	-89.4 Orange
Hispanic	-50.6 No Level	-43.1 Orange	-40.2 Orange	-62.8 Orange	-38.9 Yellow	-39.3 Orange	-72.6 Red	-28.5 Yellow	-33.7 Yellow

Schoolwide ELA Performance Analysis: VHGA's schoolwide ELA performance declined each year and shifted from a slight advantage over LAUSD to a substantial deficit relative to both LAUSD and the state:

Student Group Performance Analysis

English Learners: EL was not numerically significant for VHGA in any of the three years, so the CDE reported Distance from Standard but no Performance level (color). EL results were roughly flat:

- **2023 Dashboard:** No performance level assigned (Status -67.2 DFS), outperforming LAUSD Red (-87.8 DFS) by 20.6 points and essentially even with the state Orange (-67.7 DFS), +0.5 points.
- **2024 Dashboard:** No performance level assigned (Status -68.0 DFS, down 0.8 from 2023), outperforming LAUSD Orange (-78.7 DFS) by 10.7 points and essentially even with the state Orange (-67.6 DFS), -0.4 points.
- **2025 Dashboard:** No performance level assigned (Status -66.4 DFS, up 1.6 from 2024), essentially even with LAUSD Yellow (-66.9 DFS), +0.5 points, and underperforming the state Yellow (-59.9 DFS) by 6.5 points.

Socioeconomically Disadvantaged

- **2023 Dashboard:** No performance level assigned (Status -30.8 DFS), outperforming LAUSD Orange (-46.1 DFS) by 15.3 points and the state Orange (-42.6 DFS) by 11.8 points.
- **2024 Dashboard:** Orange performance level (-64.3 DFS), a decline of 33.5 points from 2023; underperforming LAUSD Yellow (-40.2 DFS) by 24.1 points and the state Orange (-40.9 DFS) by 23.4 points.
- **2025 Dashboard:** Orange performance level (-65.1 DFS), down 0.8 from 2024; underperforming LAUSD Yellow (-29.4 DFS) by 35.7 points and the state Yellow (-35.3 DFS) by 29.8 points.

Hispanic Students: Declined each year and fell to the Red performance level in 2025, trailing LAUSD and the state in all three years:

- **2023 Dashboard:** No performance level assigned (Status -50.6 DFS), underperforming LAUSD Orange (-43.1 DFS) by 7.5 points and the state Orange (-40.2 DFS) by 10.4 points.
- **2024 Dashboard:** Orange performance level (-62.8 DFS), a decline of 12.2 points from 2023; underperforming LAUSD Yellow (-38.9 DFS) by 23.9 points and the state Orange (-39.3 DFS) by 23.5 points.
- **2025 Dashboard:** Red performance level (-72.6 DFS), a decline of 9.8 points from 2024; underperforming LAUSD Yellow (-28.5 DFS) by 44.1 points and the state Yellow (-33.7 DFS) by 38.9 points.

Action Plan: ELA (Evidence-Based Interventions)

To further strengthen and improve ELA Academic outcomes, VHGA has developed the following action plan, as outlined in the adopted 2026-27 LCAP. Based on a comprehensive needs assessment, it addresses the ELA decline, including identified needs of our student groups: English Learners, Socioeconomically Disadvantaged students, and students performing one to three grade levels below grade-level expectations, with the goal of measurable, accelerated improvement in ELA outcomes.

Core Curriculum and Instruction

- Science of Reading framework (TK-5): Adopt and implement a Science of Reading framework grounded in structured literacy, systematic phonics, and explicit comprehension strategies, replacing a basic-skills emphasis with standards- and CAASPP-aligned instruction, supported by teacher training, cross-grade calibration, and monitoring through classroom walkthroughs and student-work analysis.
- myView ELA curriculum: Fully implement the myView ELA curriculum as the core resource for grades TK-5, with initial training for all teachers, focused onboarding for new and non-fully-credentialed teachers, and monitoring through observations, lesson-plan reviews, and grade-level collaboration to ensure fidelity and alignment.

Intervention and Multi-Tiered System of Supports (MTSS) LCAP Goal 1, Action

- Strengthen Tier 1, 2, and 3 supports: Ensure rigorous, accessible Tier 1 core instruction; match Tier 2 small-group interventions to diagnostic-identified skill needs; and provide intensive individualized Tier 3 support, coordinated by the Intervention Coordinator through in-class push-in, pull-out small groups, and after-school tutoring, with bi-weekly progress monitoring.
- Expand i-Ready-driven small-group instruction: Use i-Ready diagnostic data to form intervention groups of three to five students meeting daily to target phonemic awareness, decoding, fluency, vocabulary, and comprehension, using i-Ready MyPath and data reports, with bi-weekly regrouping based on progress.

English Language Development (ELD)

- Designated and Integrated ELD via ELLevation**:** Strengthen ELD using the ELLevation platform for data analysis, planning, and progress monitoring; deliver daily Designated ELD during a protected block aligned to proficiency levels and Integrated ELD across all content areas, monitored through walkthroughs, lesson-plan reviews, and ELD-focused coaching cycles.

Professional Development and Instructional Coaching

- Targeted professional development: Provide sustained PD in the Science of Reading, the myView curriculum, Designated and Integrated ELD, scaffolding for English Learners, and data analysis, delivered through full-staff sessions, grade-level cohorts, and individualized coaching, with attention to onboarding new teachers and the current 69.2% fully credentialed rate.
- Instructional coaching in ELA and ELD: Expand and formalize coaching cycles (observations, modeling, co-planning, and reflective feedback) calibrated across grade levels and aligned to the Charter School's Growth Cycle Reflection process. VHGA will have an ELA and ELD coach to provide instructional coaching and professional development.

Data Cycles and Professional Learning Communities (PLCs)

- Structured data inquiry and PLCs**:** Implement grade-level PLCs and data inquiry cycles analyzing student work and assessment data through monthly schoolwide sessions, bi-weekly grade-level data meetings, and weekly individual-student reviews, translating data into specific instructional adjustments.

Conditions for Learning and Family Partnership

- **Social-emotional learning and engagement:** Expand SEL and engagement strategies, including the Way of Council practice and structured SEL lessons, aligned to MTSS and PBIS and supported by the Partnerships to Uplift (PUC) Counselor, Behavior Interventionist, and Community Schools Coordinator.
- **Family academic data literacy:** Expand family workshops on reading the i-Ready Family Report, understanding Dashboard results, and supporting literacy at home, communicated through ParentSquare, social media, ELAC, PAC, and Coffee with the Principal, with multilingual access.

Staffing and Instructional Capacity

- **Teacher credentialing and recruitment:** Monitor credentialing status, support teachers pursuing credentialing pathways, and sustain targeted recruitment of fully credentialed teachers in priority areas including ELA, ELD, and special education, addressing the current 69.2% fully credentialed rate as a contributing factor to inconsistent implementation.

Mathematics Academic Indicator
Performance Analysis: 2023-25 Dashboards

This analysis examines Vista Horizon Global Academy's performance on the Mathematics Academic Indicator as reported on the California School Dashboard. For purposes of charter renewal, the three most recent California School Dashboards are presented, which are the 2023, 2024, and 2025 Dashboards. Performance is compared against LAUSD and the state, measured by Distance from Standard (DFS). DFS is the distance between a student's score on the Smarter Balanced Summative assessments and the lowest possible scale score for Level 3/Proficient.

Reporting notes for VHGA student groups: The following analyzes All Students and the English Learner, Socioeconomically Disadvantaged, and Hispanic student groups. Two reporting conditions apply:

- **English Learners:** For Mathematics, the CDE reported a Status level (DFS) but no Performance level (color) for EL in 2023 and 2024 Dashboards (EL was not numerically significant in those years). For the 2025 Dashboard, the EL student group was numerically significant and received a Yellow Performance level.
- **Students with Disabilities is excluded from this analysis.** SWD was not a numerically significant student group for VHGA on the 2023, 2024, or 2025 Dashboards, and because fewer than 11 SWD students were tested, the CDE does not publicly report a Status level or a Performance level for this group. With no reportable Dashboard data, SWD cannot be analyzed and is not included below.

Academic Performance Trajectory: 2023–2025: Across the three most recent Dashboards, VHGA's Mathematics performance was relatively stable schoolwide and showed clear strengths among student groups, while remaining below the state throughout and, by 2025, below the authorizer:

- **2023 Dashboard:** All Students posted -66.7 DFS (Orange), essentially even with LAUSD and behind the state. Orange performance level (-66.7 DFS), essentially even with LAUSD Yellow (-67.3 DFS), +0.6 points, and underperforming the state Orange (-49.1 DFS) by 17.6 points.
- **2024 Dashboard:** All Students improved to -62.2 DFS (Yellow); Hispanic students improved sharply (+29.4 points), and English Learners and SED outperformed both LAUSD and the state. Yellow performance level (-62.2 DFS), an improvement of 4.5 points from 2023; essentially even with LAUSD Yellow (-60.4 DFS), -1.8 points, and underperforming the state Orange (-47.6 DFS) by 14.6 points.

- **2025 Dashboard:** All Students returned to -66.6 DFS (Orange) as LAUSD pulled ahead, while English Learners reached their strongest level (-60.5 DFS, Yellow) and continued to outperform LAUSD and the state. Orange performance level (-66.6 DFS), a decline of 4.4 points from 2024; underperforming LAUSD Yellow (-48.9 DFS) by 17.7 points and the state Yellow (-42.4 DFS) by 24.2 points.

Schoolwide Mathematics Performance Analysis: VHGA's schoolwide Mathematics performance was essentially flat across the three years; it tracked closely with the authorizer through 2024, but the gap with LAUSD widened in 2025 as LAUSD improved while VHGA did not:

Math Academic Indicator	2023 Dashboard			2024 Dashboard			2025 Dashboard		
	VHGA	LAUSD	CA State	VHGA	LAUSD	CA State	VHGA	LAUSD	CA State
All Students	-66.7 Orange	-67.3 Yellow	-49.1 Orange	-62.2 Yellow	-60.4 Yellow	-47.6 Orange	-66.6 Orange	-48.9 Yellow	-42.4 Yellow
*EL	-87.7 No Level	-106 Red	-93.4 Orange	-80.1 No Level	-95.4 Orange	-93.4 Orange	-60.5 Yellow	-83.8 Yellow	-86.1 Yellow
SED	-64.6 No Level	-78.4 Yellow	-80.8 Yellow	-66.3 Orange	-72.6 Yellow	-78.2 Orange	-64.9 Orange	-60.7 Yellow	-72.9 Yellow
*SWD	No Level	-140.3 Orange	-127.3 Orange	No Level	-131.3 Orange	-124.3 Red	No Level	-122 Orange	-120.7 Orange
Hispanic	-98.4 No Level	-78.9 Yellow	-80.8 Orange	-69 Yellow	-72.6 Yellow	-79.2 Orange	-69.7 Orange	-61.1 Yellow	-73.6 Yellow

Student Group Performance Analysis

English Learners (EL): English Learners are VHGA's clearest Mathematics strength, improving each year and outperforming both LAUSD and the state in all three years:

- **2023 Dashboard:** No performance level assigned (Status -87.7 DFS), outperforming LAUSD Red (-106.0 DFS) by 18.3 points and the state Orange (-93.4 DFS) by 5.7 points.
- **2024 Dashboard:** No performance level assigned (Status -80.1 DFS, an improvement of 7.6 points), outperforming LAUSD Orange (-95.4 DFS) by 15.3 points and the state Orange (-93.4 DFS) by 13.3 points.
- **2025 Dashboard:** Yellow performance level (-60.5 DFS, an improvement of 19.6 points), outperforming LAUSD Yellow (-83.8 DFS) by 23.3 points and the state Yellow (-86.1 DFS) by 25.6 points.

Socioeconomically Disadvantaged: SED held roughly steady and outperformed the state in all three years, while LAUSD edged ahead in 2025:

- **2023 Dashboard:** No performance level assigned (Status -64.6 DFS), outperforming LAUSD Yellow (-78.4 DFS) by 13.8 points and the state Yellow (-80.8 DFS) by 16.2 points.

- **2024 Dashboard:** Orange performance level (-66.3 DFS, down 1.7 from 2023), outperforming LAUSD Yellow (-72.6 DFS) by 6.3 points and the state Orange (-78.2 DFS) by 11.9 points.
- **2025 Dashboard:** Orange performance level (-64.9 DFS, up 1.4 from 2024), underperforming LAUSD Yellow (-60.7 DFS) by 4.2 points and outperforming the state Yellow (-72.9 DFS) by 8.0 points.

Hispanic Students: Hispanic students improved sharply from 2023 to 2024 and held steady, outperforming the state in 2024 and 2025:

- **2023 Dashboard:** No performance level assigned (Status -98.4 DFS), underperforming LAUSD Yellow (-78.9 DFS) by 19.5 points and CA State Orange (-80.8 DFS) by 17.6 points.
- **2024 Dashboard:** Yellow performance level (-69.0 DFS), an improvement of 29.4 points from 2023; outperforming LAUSD Yellow (-72.6 DFS) by 3.6 points and CA State Orange (-79.2 DFS) by 10.2 points.
- **2025 Dashboard:** Orange performance level (-69.7 DFS, down 0.7 from 2024), underperforming LAUSD Yellow (-61.1 DFS) by 8.6 points and outperforming the state Yellow (-73.6 DFS) by 3.9 points.

2026-27 Action Plan: Mathematics (Evidence-Based Interventions)
To further strengthen and improve Mathematics performance, VHGA has developed the following action plan, as outlined in VHGA's adopted 2026-27 LCAP. Based on a comprehensive needs assessment, it addresses strategies to close achievement gaps.

Core Curriculum and Instruction

- **Conceptual teaching and problem-solving:** Implement an evidence-based mathematics framework emphasizing conceptual understanding, reasoning, and problem-solving alongside procedural fluency, moving beyond rote computation toward standards- and CAASPP-aligned instruction, with teacher training, cross-grade calibration, and walkthrough and student-work monitoring.
- **i-Ready Mathematics curriculum (Tier 1):** Strengthen Tier 1 instruction through full, consistent implementation of the adopted i-Ready Mathematics curriculum, with training and focused onboarding for new and non-fully-credentialed teachers, monitored through observations, lesson-plan reviews, and grade-level collaboration.

Intervention and Multi-Tiered System of Supports (MTSS)

- **Strengthen Tier 1, 2, and 3 supports:** Ensure rigorous Tier 1 core instruction, diagnostic-matched Tier 2 small groups, and intensive individualized Tier 3 support, coordinated by the Intervention Coordinator through push-in, pull-out, and after-school tutoring, with bi-weekly progress monitoring.
- **Expand i-Ready-driven small groups:** Use i-Ready Mathematics data to form daily groups of three to five students targeting number sense, operations, place value, fractions, and

problem-solving, using i-Ready MyPath, manipulatives, and data reports, with bi-weekly regrouping.

English Learner Access

- **ELD to support mathematics access:** Strengthen Designated and Integrated ELD via the ELLevation platform with explicit attention to the language demands of mathematics (vocabulary, mathematical discourse, and word problems), monitored through walkthroughs and ELD-focused coaching cycles.

Professional Development and Instructional Coaching

- **Targeted professional development:** Provide sustained PD in conceptual mathematics teaching and problem-solving, the i-Ready Mathematics curriculum, scaffolding for English Learners in mathematics, and data analysis, through full-staff, grade-level cohort, and individualized coaching, with attention to onboarding and the 69.2% fully credentialed rate.
- **Instructional coaching in math:** Expand and formalize mathematics coaching cycles (observations, modeling, co-planning, reflective feedback) calibrated across grades and aligned to the Growth Cycle Reflection process. VHGA will have a math coach to provide instructional coaching and professional development.

Data Cycles and Professional Learning Communities

- **Mathematics data inquiry and PLCs:** Implement grade-level PLCs and data inquiry cycles focused on mathematics through monthly schoolwide sessions, bi-weekly grade-level meetings, and weekly individual-student reviews, translating data into instructional adjustments.

Conditions for Learning and Family Partnership

- **SEL to support mathematics achievement:** Apply SEL and engagement strategies (Way of Council, structured SEL lessons) to mathematics, including building productive struggle and persistence, addressing math anxiety, and reinforcing confidence and self-efficacy, supported by the PUC Counselor, Behavior Interventionist, and Community Schools Coordinator.

Family mathematics data literacy: Expand family workshops on reading the i-Ready Mathematics Family Report, understanding Dashboard mathematics results, and supporting mathematics at home, with multilingual access.

English Learner Progress Indicator (ELPI)
Performance Analysis: 2023-25 Dashboards

This analysis examines Vista Horizon Global Academy's performance on the English Learner Progress Indicator as reported on the California School Dashboard. For purposes of charter renewal, the three most recent California School Dashboards are presented, which are the 2023, 2024, and 2025 Dashboards. Performance is compared against VHGA's authorizer, LAUSD, and the state.

The ELPI reports the percentage of English Learner students making progress toward English language proficiency, based on the Summative English Language Proficiency Assessments for California (ELPAC). An EL student is counted as making progress by advancing at least one ELPI level or by maintaining the highest level. Unlike the Distance from Standard used for the academic indicators, a higher ELPI percentage indicates stronger performance. A Performance level (color) is assigned from current-year Status together with the change from the prior year.

Academic Performance Trajectory: 2023–2025

Across the three most recent Dashboards, VHGA's ELPI followed a decline-then-recovery pattern. The Charter School began the period ahead of both the authorizer and the state, declined sharply in 2024, and partially recovered in 2025, shifting from the Red to the Yellow performance level while remaining below LAUSD and the state:

- **2023 Dashboard:** ELPI Status of 52.4%, ahead of both LAUSD and the state. No performance level assigned (Status 52.4%), outperforming LAUSD Orange (48.4%) by 4.0% and the state Yellow (48.7%) by 3.7%.
- **2024 Dashboard:** A sharp decline to 38.1% (Red), dropping below both LAUSD and the state. Red performance level (38.1%), a decline of 14.3% from 2023; underperforming LAUSD Yellow (47.5%) by 9.4% and the state Orange (45.7%) by 7.6%.
- **2025 Dashboard:** A partial recovery to 40.9% (Yellow), an improvement of 2.8% and a shift up from Red to Yellow, though still below LAUSD and the state. Yellow performance level (40.9%), an improvement of 2.8% from 2024 and a shift up from Red to Yellow; underperforming LAUSD Green (51.5%) by 10.6% and the state Yellow (46.4%) by 5.5%.

English Learner Progress Indicator (ELPI): EL			
Dashboard	**2023**	**2024**	**2025**
VHGA	52.4% No Level	38.1% Red	40.9% Yellow
LAUSD	8.4% Orange	47.5% Yellow	51.5% Green
CA State	48.7% Yellow	45.7% Orange	46.4% Yellow

Three-Year Trajectory Analysis and Context

- **Decline and partial recovery:** VHGA's ELPI fell from 52.4% (2023) to 38.1% (2024, Red), then recovered to 40.9% (2025, Yellow). The Red-to-Yellow shift shows recovery capacity, but performance remains below the 2023 level and below both LAUSD and the state.
- **Position relative to authorizer and state:** VHGA led both comparisons in 2023 but trailed both in 2024 and 2025; the gap with LAUSD widened as LAUSD improved to Green. VHGA trails LAUSD and the state, though the 2025 Red-to-Yellow shift demonstrates capacity to improve.
- **Underlying progression and reclassification concern:** Per VHGA's 2026-27 LCAP needs assessment, the reclassification rate declined from 8.6% in 2022-23 to 0% in 2024-25, and 25% of English Learners decreased at least one ELPI level in 2025, indicating that the recovery is incremental and that progression and reclassification are system priorities.
- **Basis for the renewal case in EL progress:** ELPI is a focus area: The case for continued progress rests on this recovery trend together with the comprehensive 2026-27 ELD, ELPAC, and reclassification plan in VHGA's LCAP.

2026-27 ELPI Action Plan: (Evidence-Based Interventions):

The following plan is drawn from VHGA's adopted 2026-27 LCAP. It responds to the ELPI results above and targets all English Learners, with particular focus on Long-Term English Learners, students at ELPI Levels 1 through 3, Newcomer students, and English Learners not progressing annually, with the goal of improving ELPI Status, ELPAC proficiency, and reclassification rates.

Designated and Integrated English Language Development

- **Daily Designated ELD by proficiency level:** Deliver Designated ELD daily during a protected block, planned with ELPAC-aligned content and grouped by ELPI level so instruction targets students' specific language-development needs, monitored through walkthroughs, lesson-plan reviews, and ELD coaching cycles.
- **Integrated ELD across all content areas:** Strengthen Integrated ELD in ELA, mathematics, science, and social studies through language objectives in every lesson, structured academic discourse, scaffolded access to grade-level texts, and explicit academic vocabulary, supported by PD, coaching, and the ELLevation platform.

ELPAC-Aligned Instruction and Intervention

- **ELPAC-aligned vocabulary, discourse, and writing:** Adopt ELPAC-aligned strategies, including explicit academic vocabulary, structured discourse with sentence frames, sustained writing aligned to ELPAC demands, and speaking and listening tasks, to address the year-over-year decline in ELPAC proficiency.
- **Small-group intervention by ELPI level:** Provide small-group intervention organized by ELPI level for students at Levels 1 to 3, with particular attention to the 25% of English

Learners who decreased at least one ELPI level in 2025 and to Long-Term English Learners.

Progress Monitoring and Reclassification

- **Six-to-eight-week monitoring cycles:** Implement progress monitoring every six to eight weeks using language-development benchmarks, formative ELPAC-aligned tasks, and content assessments, reviewed at grade-level and individual student meetings to adjust instruction and intervention placement.
- **Reclassification tracking and student goal-setting:** Develop a reclassification tracking system that monitors each English Learner against ELPAC proficiency, academic benchmarks, and teacher input, with individual student goal-setting, directly addressing the decline from 8.6% reclassification in 2022-23 to 0% in 2024-25.

Professional Development and Coaching

- **Targeted professional development:** Provide sustained PD in ELD standards and proficiency-level expectations, Specially Designed Academic Instruction in English (SDAIE) strategies, language objectives across content areas, ELPAC-aligned design, and ELLevation data use, with attention to onboarding new teachers and the 69.2% fully credentialed rate.
- **EL-focused instructional coaching:** Provide coaching focused on Designated and Integrated ELD, ELPAC-aligned instruction, and scaffolding, through observation, modeling, co-planning, and reflective feedback, supported by the ELLevation and myView consultants.

Family Partnership

- **Family workshops on reclassification and ELPAC:** Expand family workshops on the reclassification criteria, ELPAC structure and demands, and reading ELPAC and ELPI results, offered in multiple languages through ParentSquare, ELAC, and Coffee with the Principal.

Science Academic Indicator
Performance Analysis: 2024 & 2025 Dashboards

This analysis examines Vista Horizon Global Academy's performance on the Science Academic Indicator, measured by Science Points, and compared against LAUSD, and the state. The Science Indicator is based on the California Science Test (CAST) and the California Alternate Assessment for Science. Science Points range from 0 to 100, and a higher value indicates stronger performance.

The California State Board of Education added the Science Indicator to the 2025 California School Dashboard and recalculated 2024 performance for comparison. As a result, 2024 reflects a Status only, while 2025 reflects a Status and a Performance level (color) where applicable.

Reporting notes for VHGA student groups: VHGA administered the Science Indicator (the California Science Test) only to fifth-grade students and tested a total of 18 students. Because fewer than 30 students were tested in both 2024 and 2025, VHGA received a Status level but no Performance level (color) for any group, including All Students. The following analyzes All Students and the Socioeconomically Disadvantaged and Hispanic groups, with the following conditions:

- **All Students:** Status reported in both years; no Performance level (color) assigned, because fewer than 30 students (18 fifth-graders) were tested.
- **SED and Hispanic:** Status reported where available; no Performance level (color). These groups are small subsets of the 18 students tested.
- **Asian, English Learners, and Students with Disabilities are excluded from this analysis,** consistent with the ELA and Mathematics sections: Asian, EL, and SWD had fewer than 11 students and the CDE reported neither a Status nor a Performance level for VHGA.

Performance Analysis: 2024 to 2025: VHGA's Science Points improved from 2024 to 2025 across all reported groups, while remaining below both LAUSD and California State:

- **All Students:** Improved from 43.2 (2024) to 45.2 (2025), a gain of 2.0 points, underperforming LAUSD (49.3) by 4.1 points and the state (52.6) by 7.4 points in 2025. VHGA received a Status but no Performance level (color) in either year because fewer than 30 students were tested.
- **Socioeconomically Disadvantaged:** Improved from 39.6 (2024) to 45.5 (2025), a gain of 5.9 points, the largest of any reported group; underperforming LAUSD (47.2) by 1.7 points and the state (47.1) by 1.6 points in 2025. Status only; no Performance level assigned.
- **Hispanic Students:** Improved from 39.2 (2024) to 40.7 (2025), a gain of 1.5 points; underperforming LAUSD (47.3) by 6.6 points and the state (47.1) by 6.4 points in 2025. Status only; no Performance level assigned.

Science Indicator (Science Points)	VHGA		LAUSD		CA State	
	2024	2025 Dashboard	2024	2025 Dashboard	2024	2025 Dashboard
*All Students	43.2 No Level	45.2 No Level	46.7	49.3 Green	51.2	52.6 Yellow
*EL	No Level	No Level	36.3	39.4 Yellow	39	41.1 Yellow
*SED	39.6 No Level	45.5 No Level	44.5	47.2 Green	45.6	47.1 Yellow
*SWD	No Level	No Level	35.3	37.4 Yellow	36.7	38.3 Orange
*Hispanic	39.2 No Level	40.7 No Level	44.6	47.3 Green	45.4	47.1 Yellow

Three-Year Trajectory Analysis and Context

- **Improving but below comparisons:** VHGA improved its Science Points in every reported group from 2024 to 2025 but remained below both LAUSD and the state in 2025.
- **Strongest movement:** SED showed the largest gain (+5.9 points) and, at 45.5, sits within about 1.6 points of both LAUSD and the state.
- **Reporting limitations:** VHGA tested only 18 fifth-grade students on the Science Indicator, fewer than the 30 required for a Performance level (color), so VHGA receives a Status but no color for every group. EL had no reportable Status, SED and Hispanic are small Status-only subsets, and SWD is excluded. This small cohort substantially limits the group-level conclusions that can be drawn.
- **Renewal context:** The Science Indicator is informational and not used for accountability. VHGA holds a middle-tier charter renewal designation. The Science results are presented here as supporting, informational evidence rather than as a determinative renewal indicator.

Supporting Strategies for Science (2026-27): Science achievement is supported through cross-cutting strategies in the LCAP that apply across content areas:

- **Integrated ELD in science content:** Integrated ELD is implemented across all content areas, including science, with language objectives, academic discourse, scaffolded access to grade-level texts, and explicit academic vocabulary, supporting English Learner access to science.
- **Multi-Tiered System of Supports (MTSS):** Tiered supports and small-group intervention, coordinated by the Intervention Coordinator and informed by diagnostic data, extend to students performing below grade level across subjects.
- **Data inquiry cycles and PLCs:** Monthly schoolwide, bi-weekly grade-level, and weekly individual-student review structures examine assessment data and translate it into instructional adjustments.

Suspension Rate Indicator
Performance Analysis: 2023-2025 Dashboards

This analysis examines Vista Horizon Global Academy's performance on the Suspension Rate Indicator as reported on the California School Dashboard, compared against LAUSD, and the state. The suspension rate is the unduplicated number of students suspended for a combined total of at least one full day, divided by cumulative enrollment.

Reporting note: The following reports All Students and the English Learner, Socioeconomically Disadvantaged, and Hispanic student groups, each of which received a Performance level for VHGA. Students with Disabilities are excluded: the group had fewer than 11 students and the CDE reported no Performance level for VHGA.

Performance Analysis: 2023–2025: VHGA sustained a 0% suspension rate, the lowest possible, and the Blue performance level, the highest possible, across all three Dashboards. VHGA outperformed both LAUSD and the state throughout:

- **2023 Dashboard:** Blue performance level at a 0% suspension rate, outperforming LAUSD Blue (0.4%) and the state Orange (3.5%).
- **2024 Dashboard:** Blue performance level at 0%, outperforming LAUSD Blue (0.4%) and the state Green (3.2%).
- **2025 Dashboard:** Blue performance level at 0%, outperforming LAUSD Blue (0.3%) and the state Green (2.9%).

Suspension Rate Indicator	2023 Dashboard			2024 Dashboard			2025 Dashboard		
	VHGA	LAUSD	CA State	VHGA	LAUSD	CA State	VHGA	LAUSD	CA State
All Students	0% Blue	0.4% Blue	3.5% Orange	0% Blue	0.4% Blue	3.2% Green	0% Blue	0.3% Blue	2.9% Green
EL	0% Blue	0.3% Blue	3.7% Orange	0% Blue	0.3% Blue	3.4% Green	0% Blue	0.3% Blue	3.2% Yellow
SED	0% Blue	0.4% Blue	4.5% Orange	0% Blue	0.4% Blue	4% Green	0% Blue	0.4% Blue	3.6% Green
SWD	No Level	0.6% Blue	5.9% Orange	No Level	0.7% Blue	5.4% Yellow	No Level	0.6% Blue	5% Yellow
Hispanic	0% Blue	0.3% Blue	3.8% Orange	0% Blue	0.4% Blue	3.4% Green	0% Blue	0.3% Blue	3% Green

Why VHGA's Suspension Rate Is 0%: VHGA has sustained 0% suspension rate is attributable to a coordinated, intentional system of supports rather than to any single program. Five interrelated factors contribute to this outcome:

1. **Community-based partnerships.** Coordinated by the Community Schools Coordinator, sustained partnerships provide referral pathways and services for counseling, housing assistance, food distribution, and other needs. By meeting student and family needs proactively, the Charter School reduces the underlying conditions that often lead to disciplinary referrals elsewhere.

2. **Daily social-emotional learning and the Way of Council.** Teachers conduct daily SEL check-ins to surface emerging needs early, and 100% of students participate in Way of Council conversations (with norms of Speak from the Heart, Be Spontaneous, and Be Lean). This strengthens student voice, peer relationships, and a culture of mutual respect that de-escalates conflict before it becomes a disciplinary incident.
3. **Home visit program.** Staff conduct home visits to celebrate progress, strengthen school-home relationships, and partner with families when concerns arise. This builds the trust needed to address student needs collaboratively rather than punitively.
4. **School Attendance Review Board team.** The SARB team meets regularly to develop individualized strategies and supports with families, reinforcing a model of supportive structures rather than disciplinary consequences.
5. **CCSPP grant and a strong MTSS.** As a recipient of the California Community Schools Partnership Program Implementation Grant, VHGA has strengthened its Multi-Tiered System of Supports by integrating academic, behavioral, and social-emotional interventions. Behavioral concerns are addressed through supportive, tiered intervention rather than disciplinary action.

These factors operate within the Charter School's Positive Behavioral Interventions and Supports (PBIS) framework and are supported by the PUC Counselor, the Behavior Interventionist, and the Community Schools Coordinator. The outcome is especially notable given the population served: approximately 93% Socioeconomically Disadvantaged, 93% Hispanic, and 47% English Learners.

Sustaining This Outcome (2026-27): VHGA commits to maintaining the systems that have produced this result, including continued SEL implementation and the Way of Council practice, community partnerships, the home visit program, the SARB team, and the MTSS framework supported by CCSPP funding, so that the 0% suspension rate and Blue performance level are sustained as enrollment grows.

Chronic Absenteeism Indicator Performance Analysis: 2023-2025 Dashboards

This analysis examines Vista Horizon Global Academy's performance on the Chronic Absenteeism Indicator as reported on the California School Dashboard, compared against LAUSD, and the State. The chronic absenteeism rate is the percentage of students who miss 10 percent or more of the school year.

Reporting note: The following reports All Students and the English Learner, Socioeconomically Disadvantaged, and Hispanic student groups, each of which received a Performance level for VHGA. Students with Disabilities are excluded: the group had fewer than 11 students, and although a Status appears for VHGA, the CDE reported no Performance level for this group.

Performance Analysis: 2023–2025: VHGA has successfully reduced chronic absenteeism rates sharply across the three years, improving from the Orange to the Blue performance level for All Students, while remaining far below both LAUSD and California State throughout:

- **2023 Dashboard:** Orange performance level (13.5%), already well below LAUSD Yellow (31.0%) and the state Yellow (24.3%).
- **2024 Dashboard:** Yellow performance level (10.2%), a decline of 3.3 points; below LAUSD Yellow (23.3%) and the state Yellow (18.6%).
- **2025 Dashboard:** Blue performance level (4.9%), a further decline of 5.3 points; far below LAUSD Orange (21.9%) and the state Yellow (17.1%).

Chronic Absenteeism	2023 Dashboard			2024 Dashboard			2025 Dashboard		
	VHGA	LAUSD	CA State	VHGA	LAUSD	CA State	VHGA	LAUSD	CA State
All Students	13.5% Orange	31% Yellow	24.3% Yellow	10.2% Yellow	23.3% Yellow	18.6% Yellow	4.9% Blue	21.9% Orange	17.1% Yellow
EL	11.3% Orange	30.4% Yellow	26.3% Yellow	8% Green	23% Yellow	20.1% Yellow	5.5% Green	21% Orange	18.1% Yellow
SED	14% Orange	33.3% Yellow	29.9% Yellow	11.7% Yellow	25.1% Yellow	23.4% Yellow	5.3% Green	23.7% Orange	21.7% Orange
SWD	No Level	39.1% Yellow	33.1% Yellow	13.6% No Level	30.9% Yellow	26.3% Yellow	4.5% No Level	28.7% Orange	24.9% Orange
Hispanic	15% Orange	31.8% Yellow	28.4% Yellow	9.4% Green	23.6% Yellow	21.7% Yellow	5.3% Green	22.1% Orange	20.1% Orange

Student Group Performance Analysis
Every reported student group declined each year and ended well below both LAUSD and the state, reaching the Green performance level in 2025:

- **English Learners:** 11.3% (Orange) to 8.0% (Green) to 5.5% (Green), a decline of 5.8 points; below LAUSD and the state in all three years.
- **Socioeconomically Disadvantaged:** 14.0% (Orange) to 11.7% (Yellow) to 5.3% (Green), a decline of 8.7 points.
- **Hispanic Students:** 15.0% (Orange) to 9.4% (Green) to 5.3% (Green), a decline of 9.7 points, the largest of any reported group.

VHGA's Implemented strategies leading to a decline in Chronic Absenteeism Rates:
Per VHGA's adopted 2026-27 LCAP, the sustained gains in attendance are attributable to a coordinated, multi-faceted approach to re-engaging students and families and cultivating a school climate of belonging. Five interrelated factors contribute to this outcome:

1. **School Attendance Review Board team.** The SARB team meets regularly with families to jointly review attendance patterns, identify barriers, and develop individualized plans, addressing attendance through partnership rather than escalating consequences and building durable trust with families.
2. **Home visit program.** Staff conduct home visits to celebrate progress, strengthen school-home relationships, and partner with families when attendance concerns arise. Staff are trained through the Parent-Teacher Home Visit organization to ensure evidence-based, culturally responsive practice.

3. **School culture and climate.** Daily SEL check-ins and Way of Council conversations (with norms of Speak from the Heart, Be Spontaneous, and Be Lean) build belonging; students who feel they belong attend more consistently.
4. **Coordinated outreach and community partnership.** The Community Schools Coordinator maintains family relationships and connects families to community resources that address underlying barriers to attendance, while the Greeting Team ensures students and families are met daily with consistent, positive interactions.
5. **CCSPP grant.** As a recipient of the California Community Schools Partnership Program Implementation Grant, VHGA integrates academic, behavioral, and social-emotional supports through a coherent MTSS, reinforcing the conditions that support consistent attendance.

These results are notable given the population served, approximately 93% Socioeconomically Disadvantaged, 93% Hispanic, and 47% English Learners, groups that historically face higher chronic absenteeism in California. The Green performance levels for EL, SED, and Hispanic students indicate the gains are equitable across the student population.

Sustaining This Outcome (2026-27): VHGA's 2026-27 LCAP commits to maintaining strong systems for attendance and school climate, including the SARB process, the home visit program, daily SEL and the Way of Council, coordinated outreach through the Community Schools Coordinator and Greeting Team, and the MTSS framework supported by CCSPP funding, so that these attendance gains are sustained as enrollment grows.

VHGA'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-5) need to achieve a minimum of 75% median Progress to Annual Typical Growth in Reading** to meet sufficient growth expectations under 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 during the 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. (Source: i-Ready Assessments, CA Guidance)

Vista Horizon Global Academy
Performance Analysis: 2022-23 i-Ready Reading Growth

Under the i-Ready Assessments California guidance used for charter accountability pursuant to California Education Code Section 47607.2, **elementary schools (Grades K-5) need to achieve a minimum of 75% median Progress to Annual Typical Growth in Reading** to meet sufficient one-year growth expectations. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Schoolwide Performance: ✅ EXCEEDS TARGET

- **Median Progress to Typical Growth:** 133%
- **Target:** 75%
- **Result:** EXCEEDS by 58%
- **Students Assessed:** 113/114 (99.1% participation, above the 95% verified-data threshold)

Grade-Level Performance: ✅ ALL GRADES EXCEED TARGET

Grade	Progress to Typical Growth	Status (Target: 80%)	Students Assessed
Grade K	108%	✅ **EXCEEDS (+33 points)**	21/22 (96%)
Grade 1	116%	✅ **EXCEEDS (+41 points)**	23/23 (100%)
Grade 2	145%	✅ **EXCEEDS (+70 points)**	14/14 (100%)
Grade 3	105%	✅ **EXCEEDS (+30 points)**	21/21 (100%)
Grade 4	212%	✅ **EXCEEDS (+137 points)**	17/17 (100%)
Grade 5	165%	✅ **EXCEEDS (+90 points)**	17/17 (100%)

Student Group Performance: ✅ ALL GROUPS EXCEED TARGET

Student Group	Progress to Typical Growth	Status (Target: 75%)	Students Assessed
English Learners (EL)	116%	✅ **EXCEEDS (+41 points)**	57/58 (98%)
Hispanic/Latino Students	130%	✅ **EXCEEDS (+55 points)**	91/92 (99%)
Socioeconomically Disadvantaged (SED)	142%	✅ **EXCEEDS (+67 points)**	91/92 (99%)

Key Findings:

- **Strong overall performance:** The schoolwide median of 133% exceeded the 75% Reading target by 58 percentage points, indicating the median student made well over one year of typical growth.
- **Universal grade-level success:** All six grade levels exceeded the target. Grade 4 was highest at 212% and Grade 3 was lowest at 105%, which still cleared the target by 30 points.
- **All student groups exceeded the target:** English Learners (116%), Hispanic/Latino students (130%), Socioeconomically Disadvantaged students (142%), and Students with Disabilities (154%) each met the one-year growth expectation.
- **Highest student group medians:** SED (142%) and SWD (154%) posted the strongest subgroup medians, both above the schoolwide figure.
- **Small-sample caution for SWD:** The Students with Disabilities result is based on 7 students (7/7 assessed). The group exceeds the target, but a median drawn from 7 students is statistically fragile and should be interpreted with caution.
- **Participation:** 99.1% schoolwide participation (113/114) exceeds the 95% participation rate required for data to be eligible as verified data.

Conclusion: For Reading in 2022-23, Vista Horizon Global Academy **MEETS the California i-Ready growth expectation** of 75% median Progress to Annual Typical Growth. The Charter School exceeded the target schoolwide (133%), in every grade level from Kindergarten through Grade 5, and in all four student groups analyzed (EL, SED, SWD, and Hispanic/Latino). The data supports a finding of at least one year of typical reading growth across the Charter School and its measured student groups, with the only caution being the small sample size of the Students with Disabilities group.

Vista Horizon Global Academy
Performance Analysis: 2022-23 i-Ready Math Growth

Under the i-Ready Assessments California guidance used for charter accountability pursuant to California Education Code Section 47607.2, **elementary schools (Grades K-5) need to achieve a minimum of 80% median Progress to Annual Typical Growth in Math** to meet sufficient one-year growth expectations.

Schoolwide Performance: ✅ EXCEEDS TARGET

- **Median Progress to Typical Growth:** 93%
- **Target:** 80% (Grades K-5)
- **Result:** Exceeds the 80% reference by 13%
- **Students Assessed:** 113/114 (99.1% participation, above the 95% verified-data threshold)

Grade Level Performance: ⚠ FOUR OF SIX GRADES EXCEED TARGET

Grade	Progress to Typical Growth	Status (Target: 80%)	Students Assessed
Grade K	78%	❌ **DOES NOT MEET (-2 points)**	21/22 (96%)
Grade 1	106%	☑ **EXCEEDS (+26 points)**	23/23 (100%)
Grade 2	81%	☑ **EXCEEDS (+1 point)**	14/14 (100%)
Grade 3	73%	❌ **DOES NOT MEET (-7 points)**	21/21 (100%)
Grade 4	109%	☑ **EXCEEDS (+29 points)**	17/17 (100%)
Grade 5	115%	☑ **EXCEEDS (+35 points)**	17/17 (100%)

Student Group Performance: ✅ ALL GROUPS EXCEED TARGET

Student Group	Progress to Typical Growth	Status (Reference: 75%)	Students Assessed
English Learners (EL)	90%	☑ **EXCEEDS (+10 points)**	57/58 (98%)
Hispanic/Latino Students	93%	☑ **EXCEEDS (+13 points)**	91/92 (99%)
Socioeconomically Disadvantaged (SED)	84%	☑ **EXCEEDS (+4 points)**	91/92 (99%)

Key Findings

1. **Schoolwide above target:** The schoolwide median of 93% exceeds the 80% Math target by 13 percentage points. The median student made 93% of a full year of typical growth, just under a complete year
2. **Two grades below target:** Grade K (78%) and Grade 3 (73%) fall below the 80% target. Grade 3 has the larger gap at 7 points, on full participation (21/21). Grade 2 meets the target by only 1 point (81%)
3. **All student groups exceed the target:** English Learners (90%), Hispanic/Latino students (93%), Socioeconomically Disadvantaged students (84%), and Students with Disabilities (103%) each clear 80%, with SED the narrowest at +4
4. **Placement gains:** Schoolwide, the share of students placing at or above grade level rose from 10% at baseline to 36% at the final Diagnostic, and the share placing two or more grade levels below fell from 44% to 19%. Schoolwide, 46% of students met their full annual typical growth

5. **Strong participation:** Schoolwide participation was 99.1% (113/114), above the 95% level, and every grade was assessed at 96% or higher
6. **Small-group caution for SWD:** The Students with Disabilities median (103%) is based on only 7 students and should be interpreted with care
7. **Multi-year context:** The schoolwide Math median was 93% in 2022-23 and rose to 110% in 2025-26, with both years above the 80% target. Data for 2023-24 and 2024-25 was not provided, so no continuous year-over-year trend can be shown.

Areas of Continued Focus

- **Grade 3 Math:** Grade 3 has the largest shortfall (73% against 80%) on full participation and is the clearest grade-level area to address
- **Grade K Math:** Grade K is just below the target (78%) and warrants monitoring
- **Grade 2 margin:** Grade 2 meets the target by only 1 point (81%) and sits close to the threshold

Conclusion: For Math in 2022-23, Vista Horizon Global Academy meets the California Verified Data and Academic Progress Indicator growth expectation schoolwide (93% against the 80% target) and in all four student groups analyzed (EL, Hispanic/Latino, SED, and SWD). At the grade level, four of six grades meet the target, with Grade K (78%) and Grade 3 (73%) falling below and Grade 2 (81%) clearing by a single point. Participation was strong at 99.1%. The median student made just under a full year of typical Math growth (93%).

Vista Horizon Global Academy — Performance Analysis
2023-24 i-Ready Reading Growth

Under the i-Ready Assessments California guidance used for charter accountability pursuant to California Education Code Section 47607.2, **elementary schools (Grades K-5) need to achieve a minimum of 75% median Progress to Annual Typical Growth in Reading** to meet sufficient one-year growth expectations.

Schoolwide Performance: ✅ MEETS TARGET

- **Median Progress to Typical Growth:** 75%
- **Target:** 75%
- **Result:** MEETS (exactly at the 75% minimum threshold)
- **Students Assessed:** 142/143 (99.3% participation, above the 95% verified-data threshold)

Grade-Level Performance: ⚠️ MIXED RESULTS

Grade	Progress to Typical Growth	Status (Target: 75%)	Students Assessed
Grade K	59%	❌ **DOES NOT MEET (-16 points)**	37/38 (97%)
Grade 1	141%	✅ **EXCEEDS (+66 points)**	18/18 (100%)
Grade 2	95%	✅ **EXCEEDS (+20 points)**	24/24 (100%)
Grade 3	82%	✅ **EXCEEDS (+7 points)**	22/22 (100%)
Grade 4	71%	❌ **DOES NOT MEET (-4 points)**	23/23 (100%)
Grade 5	15%	❌ **DOES NOT MEET (-60 points)**	18/18 (100%)

Student Group Performance: ⚠️ MIXED RESULTS

Student Group	Progress to Typical Growth	Status (Target: 75%)	Students Assessed
English Learners (EL)	73%	❌ **DOES NOT MEET (-2 points)**	75/75 (100%)
Hispanic/Latino Students	78%	✅ **EXCEEDS (+3 points)**	128/128 (100%)

Student Group	Progress to Typical Growth	Status (Target: 75%)	Students Assessed
Socioeconomically Disadvantaged (SED)	78%	✅ **EXCEEDS (+3 points)**	112/112 (100%)
Students with Disabilities (SWD)	74%	❌ **DOES NOT MEET (-1 point)**	20/20 (100%)

Key Findings

- **Meets the target at the minimum:** The schoolwide median of 75% lands exactly on the 75% Reading threshold. It meets the expectation, but with no margin, so it is best read as marginal and sensitive to rounding and measurement error.
- **Three of six grades exceeded:** Grade 1 (141%), Grade 2 (95%), and Grade 3 (82%) cleared the target. Kindergarten (59%), Grade 4 (71%), and Grade 5 (15%) fell short, with Grade 5 the largest gap.
- **Two of four subgroups exceeded:** Hispanic/Latino (78%) and SED (78%) cleared the target. English Learners (73%) and Students with Disabilities (74%) each missed by a small margin (2 and 1 points).
- **Clearest concerns:** Grade 5 (15%) and Kindergarten (59%) are the lowest results and the primary areas for intervention.
- **Participation:** 99.3% (142/143) exceeds the 95% participation requirement for verified data.

Conclusion: For Reading in 2023-24, Vista Horizon Global Academy **MEETS the California i-Ready growth expectation** of 75% median Progress to Annual Typical Growth, landing exactly at the 75% minimum. The result is marginal and carries no margin of safety. Performance was uneven: Grades 1, 2, and 3 and the Hispanic and Socioeconomically Disadvantaged student groups exceeded the target, while Kindergarten and especially Grade 5 fell well short, and English Learners and Students with Disabilities narrowly missed.

Vista Horizon Global Academy — Performance Analysis
2023-24 i-Ready Math Growth

Under the i-Ready Assessments California guidance used for charter accountability pursuant to California Education Code Section 47607.2, **elementary schools (Grades K-5) need to achieve a minimum of 80% median Progress to Annual Typical Growth in Math** to meet sufficient one-year growth expectations.

Schoolwide Performance: ❌ **DOES NOT MEET TARGET**

- **Median Progress to Typical Growth:** 76%
- **Target:** 80%
- **Result:** DOES NOT MEET (-4 percentage points)
- **Students Assessed:** 142/143 (99.3% participation, above the 95% verified-data threshold)

Grade-Level Performance: ⚠️ MIXED RESULTS

Grade	Progress to Typical Growth	Status (Target: 75%)	Students Assessed
Grade K	72%	❌ **DOES NOT MEET (-8 points)**	37/38 (97%)
Grade 1	102%	✅ **EXCEEDS (+22 points)**	18/18 (100%)
Grade 2	65%	❌ **DOES NOT MEET (-15 points)**	24/24 (100%)
Grade 3	107%	✅ **EXCEEDS (+27 points)**	22/22 (100%)
Grade 4	50%	❌ **DOES NOT MEET (-30 points)**	23/23 (100%)
Grade 5	39%	❌ **DOES NOT MEET (-41 points)**	18/18 (100%)

Student Group Performance: ⚠️ MIXED RESULTS

Student Group	Progress to Typical Growth	Status (Target: 80%)	Students Assessed
English Learners (EL)	75%	❌ **DOES NOT MEET (-5 points)**	75/75 (100%)
Hispanic/Latino Students	74%	❌ **DOES NOT MEET (-6 points)**	128/128 (100%)
Socioeconomically Disadvantaged (SED)	79%	❌ **DOES NOT MEET (-1 point)**	112/112 (100%)
Students with Disabilities (SWD)	89%	✅ **EXCEEDS (+9 points)**	20/20 (100%)

Key Findings

- **Below target schoolwide:** The schoolwide median of 76% fell 4 percentage points short of the 80% Math target.
- **Two of six grades met the target:** Grade 1 (102%) and Grade 3 (107%) exceeded. The remaining four fell short, with Grade 4 (50%) and Grade 5 (39%) showing the largest gaps.
- **Three of four subgroups fell short:** English Learners (75%), Hispanic/Latino students (74%), and SED students (79%) did not meet the 80% target, though SED missed by only 1 point.
- **Students with Disabilities was the lone subgroup to exceed:** SWD reached 89% (+9 points), based on 20 students.
- **Participation:** 99.3% (142/143) exceeds the 95% participation requirement for verified data.

Conclusion: For Math in 2023-24, Vista Horizon Global Academy **DOES NOT MEET the California i-Ready growth expectation** of 80% median Progress to Annual Typical Growth, with a schoolwide median of 76% (-4). Results were mixed underneath: Grades 1 and 3 and the Students with Disabilities group exceeded the target, while Grades 4 and 5 showed the largest shortfalls. English Learners, Hispanic/Latino, and SED students each fell below the target, with Socioeconomically Disadvantaged student group only 1 point short.

Vista Horizon Global Academy — Performance Analysis
2024-25 i-Ready Reading Growth

Under the i-Ready Assessments California guidance used for charter accountability pursuant to California Education Code Section 47607.2, **elementary schools (Grades K-5) need to achieve a minimum of 75% median Progress to Annual Typical Growth in Reading** to meet sufficient one-year growth expectations.

Schoolwide Performance: ✅ EXCEEDS TARGET

- **Median Progress to Typical Growth:** 96%
- **Target:** 75%
- **Result:** EXCEEDS by 21%
- **Students Assessed:** 140/144 students assessed (97.2% Participation Rate)

Grade-Level Performance: ⚠️ MIXED RESULTS

Grade	Progress to Typical Growth	Status (Target: 75%)	Students Assessed
Grade K	88%	✅ **EXCEEDS (+8 points)**	33/34 (97%)

Grade	Progress to Typical Growth	Status (Target: 75%)	Students Assessed
Grade 1	97%	✅ **EXCEEDS (+17 points)**	19/20 (95%)
Grade 2	128%	✅ **EXCEEDS (+48 points)**	19/20 (95%)
Grade 3	108%	✅ **EXCEEDS (+28 points)**	25/25 (100%)
Grade 4	33%	❌ **DOES NOT MEET (-47 points)**	25/25 (100%)
Grade 5	20%	❌ **DOES NOT MEET (-60 points)**	19/20 (95%)

Student Group Performance: ✅ ALL GROUPS EXCEED TARGET

Student Group	Progress to Typical Growth	Status (Target: 75%)	Students Assessed
English Learners (EL)	83%	✅ **EXCEEDS (+8 points)**	66/68 (97%)
Hispanic/Latino Students	97%	✅ **EXCEEDS (+22 points)**	130/134 (97%)
Socioeconomically Disadvantaged (SED)	102%	✅ **EXCEEDS (+27 points)**	130/133 (98%)
Students with Disabilities (SWD)	125%	✅ **EXCEEDS (+50 points)**	20/20 (100%)

Key Findings

- **Exceeds target schoolwide:** The schoolwide median of 96% exceeded the 75% Reading target by 21 points, up from 75% in 2023-24.
- **Five of six grades exceeded:** Only Grade 4 (65%) fell short (-10). Grade 3 (142%) and Grade 5 (138%) were the strongest, and Grade 5 recovered sharply from 15% the prior year.
- **All four subgroups exceeded:** English Learners (83%), Hispanic/Latino (97%), SED (102%), and Students with Disabilities (125%) all met the target.
- **Participation:** 140/144 (97.2%) exceeds the 95% participation requirement for verified data.

Conclusion: For Reading in 2024-25, Vista Horizon Global Academy **EXCEEDS the California i-Ready growth expectation** of 75% schoolwide (96%, +21) and in every student group, with five of six grades above target. The single grade-level concern is Grade 4 (65%, -10).

Vista Horizon Global Academy — Performance Analysis
2024-25 i-Ready Math Growth

Under the i-Ready Assessments California guidance used for charter accountability pursuant to California Education Code Section 47607.2, **elementary schools (Grades K-5) need to achieve a minimum of 80% median Progress to Annual Typical Growth in Math** to meet sufficient one-year growth expectations.

Schoolwide Performance: ✅ EXCEEDS TARGET

- **Median Progress to Typical Growth:** 88%
- **Target:** 80%
- **Result:** EXCEEDS by 8%
- **Students Assessed:** 140/144 students assessed (97.2% Participation Rate)

Grade-Level Performance: ⚠️ MIXED RESULTS

Grade	Progress to Typical Growth	Status (Target: 75%)	Students Assessed
Grade K	88%	✅ **EXCEEDS (+8 points)**	33/34 (97%)
Grade 1	97%	✅ **EXCEEDS (+17 points)**	19/20 (95%)
Grade 2	128%	✅ **EXCEEDS (+48 points)**	19/20 (95%)
Grade 3	108%	✅ **EXCEEDS (+28 points)**	25/25 (100%)
Grade 4	33%	❌ **DOES NOT MEET (-47 points)**	25/25 (100%)
Grade 5	20%	❌ **DOES NOT MEET (-60 points)**	19/20 (95%)

Student Group Performance: ✅ ALL GROUPS EXCEED TARGET

Student Group	Progress to Typical Growth	Status (Target: 80%)	Students Assessed
English Learners (EL)	91%	✅ **EXCEEDS (+11 points)**	66/68 (97%)

Student Group	Progress to Typical Growth	Status (Target: 80%)	Students Assessed
Hispanic/Latino Students	84%	✅ **EXCEEDS (+4 points)**	130/134 (97%)
Socioeconomically Disadvantaged (SED)	92%	✅ **EXCEEDS (+12 points)**	130/133 (98%)
Students with Disabilities (SWD)	107%	✅ **EXCEEDS (+27 points)**	20/20 (100%)

Key Findings

- **Exceeds target schoolwide:** The schoolwide median of 88% exceeded the 80% Math target by 8 points, up from 76% in 2023-24.
- **Four of six grades exceeded:** Kindergarten (88%), Grade 1 (97%), Grade 2 (128%), and Grade 3 (108%) cleared the target. Grade 4 (33%) and Grade 5 (20%) fell far short and are the primary concerns.
- **All four subgroups exceeded:** English Learners (91%), Hispanic/Latino (84%), SED (92%), and Students with Disabilities (107%) all met the target.
- **Participation:** 97.2% (140/144) exceeds the 95% participation requirement for verified data.

Conclusion: For Math in 2024-25, Vista Horizon Global Academy **EXCEEDS the California i-Ready growth expectation** of 80% schoolwide (88%, +8) and in all four student groups, a clear improvement over 2023-24. Two caveats temper this: Grades 4 (33%) and 5 (20%) fell well below target.

Vista Horizon Global Academy — Performance Analysis
2025-26 i-Ready Reading Growth

Under the i-Ready Assessments California guidance used for charter accountability pursuant to California Education Code Section 47607.2, **elementary schools (Grades K-5) need to achieve a minimum of 75% median Progress to Annual Typical Growth in Reading** to meet sufficient one-year growth expectations.

Schoolwide Performance: ✅ **SIGNIFICANTLY EXCEEDS TARGET**

- **Median Progress to Typical Growth:** 124%
- **Target:** 75%
- **Result:** EXCEEDS by 49%
- **Students Assessed:** 152/154 students assessed (98.7% Participation Rate)

Grade-Level Performance: ✅ ALL GRADES EXCEED TARGET

Grade	Progress to Typical Growth	Status (Target: 75%)	Students Assessed
Grade K	134%	✅ **EXCEEDS (+59 points)**	22/22 (100%)
Grade 1	103%	✅ **EXCEEDS (+28 points)**	38/39 (97%)
Grade 2	127%	✅ **EXCEEDS (+52 points)**	22/22 (100%)
Grade 3	136%	✅ **EXCEEDS (+61 points)**	19/19 (100%)
Grade 4	200%	✅ **EXCEEDS (+125 points)**	27/27 (100%)
Grade 5	138%	✅ **EXCEEDS (+63 points)**	24/25 (96%)

Student Group Performance: ✅ ALL GROUPS EXCEED TARGET

Student Group	Progress to Typical Growth	Status (Target: 75%)	Students Assessed
English Learners (EL)	119%	✅ **EXCEEDS (+44 points)**	82/82 (100%)
Hispanic/Latino Students	121%	✅ **EXCEEDS (+46 points)**	144/146 (99%)
Socioeconomically Disadvantaged (SED)	127%	✅ **EXCEEDS (+52 points)**	140/140 (100%)
Students with Disabilities (SWD)	216%	✅ **EXCEEDS (+141 points)**	21/21 (100%)

Key Findings

1. **Schoolwide growth well above target:** The schoolwide median of 124% exceeds the 75% Reading target by 49 percentage points. The median student made well over a full year of typical growth.
2. **Universal grade-level success:** All six grades exceed the target, ranging from 103% (Grade 1) to 200% (Grade 4).
3. **All student groups exceed the target:** English Learners (119%), Hispanic/Latino students (121%), Socioeconomically Disadvantaged students (127%), and Students with Disabilities (216%) each clear 75%.
4. **Placement gains:** Schoolwide, the share of students placing at or above grade level rose from 13% at baseline to 51% at the spring Diagnostic, and the share placing two or more

grade levels below fell from 39% to 11%. Schoolwide, 63% of students met their full annual typical growth.

5. **Participation:** Schoolwide participation was 98.7% (152/154), exceeds the 95% participation requirement for verified data.
6. **Small-group caution for SWD:** The Students with Disabilities median (216%) is strong but based on 21 assessed students, and a median drawn from a small group is statistically fragile.
7. **Multi-year context:** For reference, the 2022-23 Reading analysis provided earlier reported a schoolwide median of 133%. The 2025-26 median (124%) is 9 points lower but remains well above the 75% target. Data for 2023-24 and 2024-25 was not provided, so no continuous year-over-year trend can be shown.

Conclusion: For Reading in 2025-26, Vista Horizon Global Academy **EXCEEDS the California i-Ready growth expectation** of 75% schoolwide (124%, +49), in every grade level, and in all four student groups, the strongest Reading result in the series.

Vista Horizon Global Academy — Performance Analysis
2025-26 i-Ready Math Growth

Under the i-Ready Assessments California guidance used for charter accountability pursuant to California Education Code Section 47607.2, **elementary schools (Grades K-5) need to achieve a minimum of 80% median Progress to Annual Typical Growth in Math** to meet sufficient one-year growth expectations.

Schoolwide Performance: ✅ EXCEEDS TARGET

- **Median Progress to Typical Growth:** 110%
- **Target:** 80%
- **Result:** EXCEEDS by 30%
- **Students Assessed:** 152/154 (98.7% Participation Rate)

Grade Level Performance: ⚠️ FIVE OF SIX GRADES EXCEED TARGET

Grade	Progress to Typical Growth	Status (Target: 80%)	Students Assessed
Grade K	**105%**	✅ **EXCEEDS (+25 points)**	**22/22 (100%)**
Grade 1	**130%**	✅ **EXCEEDS (+50 points)**	**38/39 (97%)**
Grade 2	**73%**	❌ **DOES NOT MEET (-7 points)**	**22/22 (100%)**
Grade 3	**148%**	✅ **EXCEEDS (+68 points)**	**19/19 (100%)**

Grade	Progress to Typical Growth	Status (Target: 80%)	Students Assessed
Grade 4	**96%**	✅ **EXCEEDS (+16 points)**	**27/27 (100%)**
Grade 5	**103%**	✅ **EXCEEDS (+23 points)**	**24/25 (96%)**

Student Group Performance: ✅ ALL GROUPS EXCEED TARGET

Student Group	Progress to Typical Growth	Status (Target: 80%)	Students Assessed
English Learners (EL)	102%	✅ **EXCEEDS (+22 points)**	82/82 (100%)
Hispanic/Latino Students	109%	✅ **EXCEEDS (+29 points)**	144/146 (99%)
Socioeconomically Disadvantaged (SED)	109%	✅ **EXCEEDS (+29 points)**	140/140 (100%)
Students with Disabilities (SWD)	170%	✅ **EXCEEDS (+90 points)**	21/21 (100%)

Key Findings

1. **Schoolwide growth above target:** The schoolwide median of 110% exceeds the 80% Math target by 30%, and the median student made more than a full year of typical growth.
2. **One grade below target:** Five of six grades exceed the target. Grade 2 is the exception at 73%, a shortfall of 7%, measured on full participation. Grade 4 is the next lowest at 96%, still 16 points above the target.
3. **All student groups exceed the target:** English Learners (102%), Hispanic students (109%), Socioeconomically Disadvantaged students (109%), and Students with Disabilities (170%) each clear 80%.
4. **Placement gains:** Schoolwide, the share of students placing at or above grade level rose from 7% at baseline to 42% at the spring Diagnostic, and the share placing two or more grade levels below fell from 43% to 11%. Schoolwide, 57% of students met their full annual typical growth.
5. **Participation rate:** Schoolwide participation was 98.7% (152/154), exceeds the 95% participation requirement for verified data.
6. **Small-group caution for SWD:** The Students with Disabilities median (170%) is strong but based on 21 assessed students, and a median drawn from a small group is statistically fragile

7. **Multi-year context:** The schoolwide Math median rose from 93% in 2022-23 to 110% in 2025-26, an increase of 17%, with both years above the 80% target. Data for 2023-24 and 2024-25 was not provided, so no continuous year-over-year trend can be shown.

Areas of Continued Focus

- **Grade 2 Math:** Grade 2 is the only grade below the target (73% against 80%). Because participation was complete (22/22), the result reflects the full cohort and warrants targeted attention

Conclusion: For Math in 2025-26, Vista Horizon Global Academy meets the California Verified Data and Academic Progress Indicator growth expectation under Education Code Section 47607.2(b) schoolwide (110% against the 80% target) and in all four student groups analyzed (EL, Hispanic/Latino, SED, and SWD). Five of six grades meet the target, with Grade 2 the single exception at 73%, seven points short, measured on full participation. The median student made more than a full year of typical Math growth.

List of Schools of Residence Comparison

The following list identifies the "school of residence" for students enrolled at Vista Horizon Global Academy during the 2025-26 school year. School of residence refers to the school where each student would be entitled to attend based on their home address within established attendance boundaries. (Source: PowerSchool Student Information System).

2025-26 Vista Horizon Global Academy: School of Residence		
SCHOOL	DISTRICT	# of Students
Banyan Elementary	Alta Loma Elementary	1
Cerritos Elementary	Glendale Unified	1
West Vernon Ave Elementary	Inglewood Unified	1
Tenth Street Elementary	LAUSD	4
24th Street Elementary	LAUSD	6
52nd Street Elementary	LAUSD	4
6th Ave Elementary	LAUSD	1
Ninety-Sixth Street Elementary	LAUSD	4
Alta Loma Elementary	LAUSD	5
Ambassador School-Global Education	LAUSD	6
Angeles Mesa Elementary	LAUSD	1
Arlington Heights Elementary	LAUSD	6
Cahuenga Elementary	LAUSD	2
Camino Nuevo Academy #4	LAUSD	2
Camino Nuevo Elementary School #3	LAUSD	1
Carson-Gore Academy	LAUSD	1
Castelar Street Elementary	LAUSD	1
Cienega Elementary	LAUSD	1
Del Olmo Elementary	LAUSD	3
Dr. Sammy Lee Elementary Medical and Health Science Magnet	LAUSD	1
El Rodeo Elementary	LAUSD	1
Esperanza Elementary	LAUSD	1
Frank Del Olmo Elementary	LAUSD	1
Gratts Learning Academy	LAUSD	2
Harvard Elementary	LAUSD	1
Hillcrest Drive Elementary	LAUSD	2
Hobart Boulevard Elementary	LAUSD	49
Hoover Street Elementary	LAUSD	4
Independence Elementary	LAUSD	1

2025-26 Vista Horizon Global Academy: School of Residence		
SCHOOL	DISTRICT	# of Students
La Salle Ave Elementary	LAUSD	1
Lafayette Park Elementary	LAUSD	1
Los Angeles Elementary	LAUSD	30
MacArthur Park Elementary VAPA	LAUSD	1
Main Street Elementary	LAUSD	1
Nevin Ave Elementary	LAUSD	2
Normandie Ave Elementary	LAUSD	2
Norwood St Elementary	LAUSD	2
Poindexter LaMotte Elementary	LAUSD	1
Queen Anne Place Elementary	LAUSD	1
Rowan Ave Elementary	LAUSD	1
San Pedro St Elementary	LAUSD	2
Stoner Ave Elementary	LAUSD	1
Union Ave Elementary	LAUSD	3
Van Ness Avenue Elementary	LAUSD	1
White Elementary	LAUSD	1
William R Anton Elementary	LAUSD	1
Wilshire Crest Elementary	LAUSD	1
Wilton Pl Elementary	LAUSD	3
Roosevelt Elementary School	Paramount Unified	1
	Total	171

Using the three-percent guidance as reported by CDE's California Charter Authorizer Support Initiative Monthly Charter Chats the following are the Schools of Residence analyzed: (Source: Dashboard)

Schools of Residence Analyzed with CDS Code:

1. Tenth Street Elementary (CDS: 19-64733-6019459): 3.5% of VHGA's enrollment
2. Ninety-Sixth Street Elementary (CDS: 19-64733-6018378): 3.5% of VHGA's enrollment
3. Arlington Heights Elementary (CDS: 19-64733-6015861): 3.5% of VHGA's enrollment
4. Hobart Boulevard Elementary (CDS: 19-64733-6017602): 28.6% of VHGA's enrollment
5. Los Angeles Elementary (CDS: 19-64733-6111512): 17.5% of VHGA's enrollment

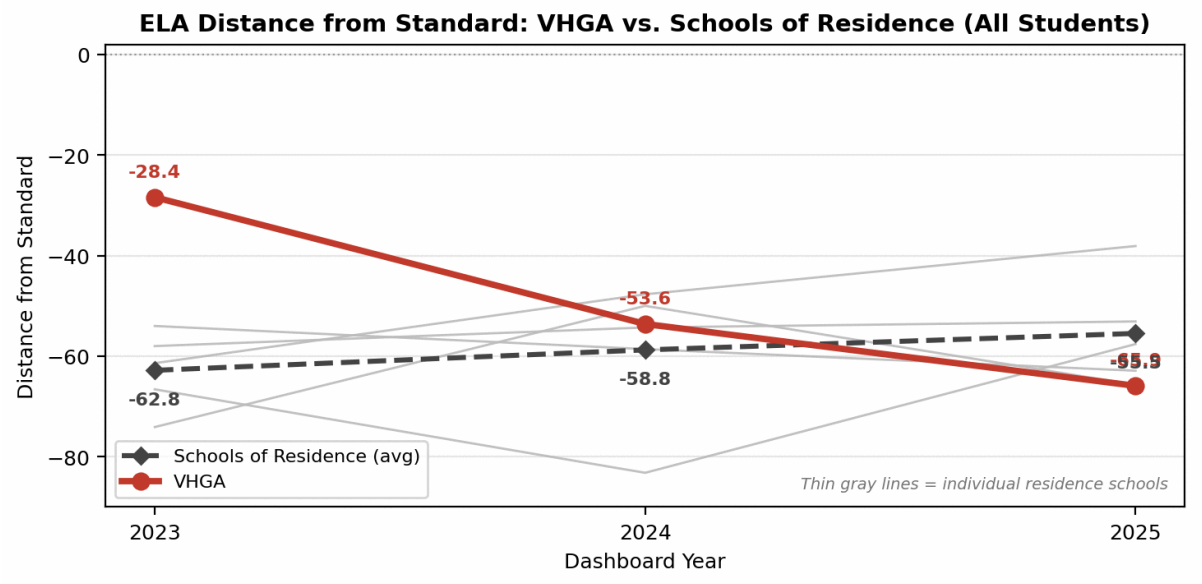
VHGA's ELA CAASPP Performance Analysis
Comparison with Schools of Residence

The following analysis compares the ELA Academic Indicator performance of Vista Horizon Global Academy with that of its schools of residence, the Los Angeles Unified School District schools that VHGA students would otherwise be assigned to based on their home address. The schools of residence analyzed are: (Source: California School Dashboard):

- Tenth Street Elementary
- Ninety-Sixth Street Elementary
- Arlington Heights Elementary
- Hobart Boulevard Elementary
- Los Angeles Elementary

The comparison draws on Distance from Standard and the associated performance colors reported by the CDE on the 2023, 2024, and 2025 California School Dashboards, examined separately for each student group.

Two reporting notes apply to VHGA. The Students with Disabilities group is excluded because it had fewer than 11 students and was therefore not reported for VHGA. The English Learner group is reported for VHGA as Status (DFS) only, with no assigned performance color; because the DFS value is still available, the EL comparison on DFS remains valid.



ELA DFS, All Students: VHGA (red) versus the average of the five residence schools (dashed). Thin gray lines are individual residence schools.

Executive Summary: VHGA's standing relative to its schools of residence was strongest in the 2023 Dashboard and weakened over the period. In the 2023 Dashboard, VHGA outperformed nearly all five residence schools in every student group, often substantially. By the 2024 Dashboard the comparison was mixed, and by 2025 Dashboard VHGA trailed most residence schools in All Students, SED, and Hispanic, as several residence schools improved while VHGA

declined. The consistent exception is English Learners, where VHGA outperformed the majority of residence schools in all three years. On a three-year-average basis, VHGA still exceeded the schools-of-residence average for All Students, English Learners, and SED, and fell slightly below it for Hispanic students.

Key Finding: On a three-year-average basis (the simple mean of the 2023, 2024, and 2025 Dashboard DFS values), VHGA's ELA performance exceeded the average of the five residence schools by 9.7 points for All Students, 10.4 points for English Learners, and 6.2 points for SED, and trailed by 3.8 points for Hispanic students. This indicates that, over the three Dashboards, as a whole, VHGA students performed comparably to or better than they would have, on average, at their assigned neighborhood schools, with the advantage concentrated in the 2023 Dashboard and among English Learners and eroding by the 2025 Dashboard.

ELA Academic Indicator	2023 Dashboard					
	VHGA	Tenth St.	Ninety-Sixth	Arlington	Hobart	LA Elem
All Students	-28.4 Orange	-66.6 Orange	-61.4 Orange	-74.1 Red	-58 Orange	-54 Orange
*EL	-67.2 No Level	-81.8 Red	-89.9 Red	-84.9 Red	-84.8 Red	-82.5 Red
SED	-30.8 No Level	-66.2 Orange	-61.7 Orange	-71.6 Orange	-61.4 Orange	-53.2 Orange
*SWD	No Level	-131.4 Red	-115.4 Red	-118.3 No Level	-122.2 Orange	-125.6 No Level
Hispanic	-50.6 No Level	-65.7 Orange	-57.4 Orange	-73.3 Orange	-60.3 Orange	-52.2 Orange

* Not a statistically significant subgroup for VHGA

ELA Academic Indicator	2024 Dashboard					
	VHGA	Tenth St.	Ninety-Sixth	Arlington	Hobart	LA Elem
All Students	-53.6 Orange	-83.2 Red	-47.7 Yellow	-50 Yellow	-54.3 Yellow	-58.6 Orange
*EL	-68 No Level	-94.8 Red	-62 Yellow	-50.9 Yellow	-84.5 Red	-78.1 Orange
SED	-64.3 Orange	-83.8 Red	-50.7 Yellow	-49.1 Yellow	-58 Yellow	-56.2 Orange
*SWD	No Level	-151.5 Red	-121.7 Read	-90.2 No Level	-102 Orange	-146.9 No Level
Hispanic	-62.8 Orange	-80.9 Red	-39.7 Yellow	-47.8 Yellow	-60.3 Orange	-56.5 Orange

* Not a statistically significant subgroup for VHGA

ELA Academic Indicator	2025 Dashboard					
	VHGA	Tenth St.	Ninety-Sixth	Arlington	Hobart	LA Elem
All Students	-65.9 Orange	-57.6 Yellow	-38.1 Yellow	-65.7 Orange	-53.1 Orange	-62.9 Orange
*EL	-66.4 No level	-62.1 Yellow	-48.6 Yellow	-85.3 Red	-90.9 Red	-82.3 Red
SED	-65.1 Orange	-59.1 Yellow	-40.3 Yellow	-64.6 Orange	-55.6 Orange	-62.9 Orange
*SWD	No Level	-116.8 Orange	-89.7 Orange	-116 No Level	-104 Red	-121.4 Orange
Hispanic	-72.6 Red	-56.7 Yellow	-34.5 Yellow	-65.8 Orange	-60.1 Orange	-62.4 Orange

* Not a statistically significant subgroup for VHGA

Detailed Performance Analysis by Student Group

All Students

- **2023:** VHGA (-28.4, Orange) substantially outperformed Arlington Heights Elementary (-74.1, Red) by 45.7 points, Tenth Street Elementary (-66.6, Orange) by 38.2 points, Ninety-Sixth Street Elementary (-61.4, Orange) by 33.0 points, Hobart Boulevard Elementary (-58, Orange) by 29.6 points, Los Angeles Elementary (-54, Orange) by 25.6 points.
- **2024:** VHGA (-53.6, Orange) substantially outperformed Tenth Street Elementary (-83.2, Red) by 29.6 points; outperformed Los Angeles Elementary (-58.6, Orange) by 5.0 points; was comparable to Hobart Boulevard Elementary (-54.3, Yellow) within 0.7 points; underperformed Ninety-Sixth Street Elementary (-47.7, Yellow) by 5.9 points, Arlington Heights Elementary (-50, Yellow) by 3.6 points.
- **2025:** VHGA (-65.9, Orange) was comparable to Arlington Heights Elementary (-65.7, Orange) within 0.2 points; underperformed Hobart Boulevard Elementary (-53.1, Orange) by 12.8 points, Tenth Street Elementary (-57.6, Yellow) by 8.3 points, Los Angeles Elementary (-62.9, Orange) by 3.0 points; substantially underperformed Ninety-Sixth Street Elementary (-38.1, Yellow) by 27.8 points.

Status: ⚠ Mixed and declining performance. VHGA outperformed all five residence schools on the 2023 Dashboard, however trailed most residence schools by the 2025 Dashboard.

English Learners (EL)

- **2023:** VHGA (-67.2, No Level) substantially outperformed Arlington Heights Elementary (-89.9, Red) by 22.7 points, Ninety-Sixth Street Elementary (-86.1, Red) by 18.9 points, Hobart Boulevard Elementary (-84.8, Red) by 17.6 points, Los Angeles Elementary (-82.5, Red) by 15.3 points; outperformed Tenth Street Elementary (-81.8, Red) by 14.6 points.

- **2024:** VHGA (-68, No Level) substantially outperformed Tenth Street Elementary (-94.8, Red) by 26.8 points, Hobart Boulevard Elementary (-84.5, Red) by 16.5 points; outperformed Los Angeles Elementary (-78.1, Orange) by 10.1 points; underperformed Ninety-Sixth Street Elementary (-62, Yellow) by 6.0 points; substantially underperformed Arlington Heights Elementary (-50.9, Yellow) by 17.1 points.
- **2025:** VHGA (-66.4, No Level) substantially outperformed Hobart Boulevard Elementary (-90.9, Red) by 24.5 points, Arlington Heights Elementary (-85.3, Red) by 18.9 points, Los Angeles Elementary (-82.3, Red) by 15.9 points; underperformed Tenth Street Elementary (-62.1, Yellow) by 4.3 points; substantially underperformed Ninety-Sixth Street Elementary (-48.6, Yellow) by 17.8 points.

Status: ✅ Consistent advantage. VHGA outperformed the majority of residence schools across all three Dashboards (2023, 2024, 2025); and the English Learner (EL) student group is VHGA's clearest area of strength relative to the schools of residence.

Socioeconomically Disadvantaged (SED)

- **2023:** VHGA (-30.8, No Level) substantially outperformed Arlington Heights Elementary (-71.6, Orange) by 40.8 points, Tenth Street Elementary (-66.2, Orange) by 35.4 points, Ninety-Sixth Street Elementary (-61.7, Orange) by 30.9 points, Hobart Boulevard Elementary (-61.4, Orange) by 30.6 points, Los Angeles Elementary (-53.2, Orange) by 22.4 points.
- **2024:** VHGA (-64.3, Orange) substantially outperformed Tenth Street Elementary (-83.8, Red) by 19.5 points; underperformed Ninety-Sixth Street Elementary (-50.7, Yellow) by 13.6 points, Los Angeles Elementary (-56.2, Orange) by 8.1 points, Hobart Boulevard Elementary (-58, Yellow) by 6.3 points; substantially underperformed Arlington Heights Elementary (-49.1, Yellow) by 15.2 points.
- **2025:** VHGA (-65.1, Orange) was comparable to Arlington Heights Elementary (-64.6, Orange) within 0.5 points; underperformed Hobart Boulevard Elementary (-55.6, Orange) by 9.5 points, Tenth Street Elementary (-59.1, Yellow) by 6.0 points, Los Angeles Elementary (-62.9, Orange) by 2.2 points; substantially underperformed Ninety-Sixth Street Elementary (-40.3, Yellow) by 24.8 points.

Status: ⚠️ Mixed and declining performance. Strong outperformance on the 2023 Dashboard (ahead of all five), however trailed most residence schools on the 2024 and 2025 Dashboards.

Hispanic Students

- **2023:** VHGA (-50.6, No Level) substantially outperformed Arlington Heights Elementary (-73.3, Orange) by 22.7 points, Tenth Street Elementary (-65.7, Orange) by 15.1 points; outperformed Hobart Boulevard Elementary (-60.3, Orange) by 9.7 points, Ninety-Sixth Street Elementary (-57.4, Orange) by 6.8 points; was comparable to Los Angeles Elementary (-52.2, Orange) within 1.6 points.
- **2024:** VHGA (-62.8, Orange) substantially outperformed Tenth Street Elementary (-80.9, Red) by 18.1 points; underperformed Los Angeles Elementary (-56.5, Orange) by 6.3 points, Hobart Boulevard Elementary (-60.3, Orange) by 2.5 points; substantially

underperformed Ninety-Sixth Street Elementary (-39.7, Yellow) by 23.1 points, Arlington Heights Elementary (-47.8, Yellow) by 15.0 points.

- **2025:** VHGA (-72.6, Red) underperformed Hobart Boulevard Elementary (-60.1, Orange) by 12.5 points, Los Angeles Elementary (-62.4, Orange) by 10.2 points, Arlington Heights Elementary (-65.8, Orange) by 6.8 points; substantially underperformed Ninety-Sixth Street Elementary (-34.5, Yellow) by 38.1 points, Tenth Street Elementary (-56.7, Yellow) by 15.9 points.

Status: ⚠ Mixed and declining performance. Ahead of nearly all residence schools as reported on the 2023 Dashboard, however trailed all residences schools with the 2025 Dashboard.

Year-Over-Year Performance Trends

VHGA changes (DFS): As several residence schools improved, VHGA's own DFS declined in most groups, which is the main driver of its eroding relative position. This decline was primarily due to a change in leadership during the 2023-24 school year.

- **All Students:** -25.2 points (2023 to 2024), then -12.3 points (2024 to 2025); a 37.5-point decline overall.
- **English Learners:** -0.8 points, then +1.6 points; essentially flat.
- **SED:** -33.5 points, then -0.8 points; a sharp decline in 2024.
- **Hispanic:** -12.2 points, then -9.8 points; a steady decline to Red on the 2025 Dashboard.

Schools of residence: The five-school average for All Students improved over the same period, from -62.8 (2023) to -58.8 (2024) to -55.5 (2025). VHGA declined while the residence-school average improved, which is why VHGA moved from first to last among the six schools for All Students.

Areas of Strengths

1. **English Learners.** VHGA's most consistent advantage. VHGA outperformed the majority of residence schools in all three years and exceeded the residence-school average by about 10 points over the past 3 Dashboards (2023, 2024, and 2025).
2. **2023 performance.** VHGA outperformed nearly all five residence schools in every student group in 2023, frequently by substantial margins (25 to 46 points for All Students).
3. **Three-year average.** Across the period, VHGA's average DFS exceeded the residence-school average for All Students, English Learners, and Socioeconomically Disadvantaged (SED) student groups.

Conclusion: On a multi-year basis, VHGA provided a clear academic benefit relative to its schools of residence, most evidently with the 2023 Dashboard performance and among English Learners, where it consistently outperformed the residence schools its students would otherwise attend.

VHGA's Mathematics CA School Dashboard Performance Analysis
Comparison with Schools of Residence

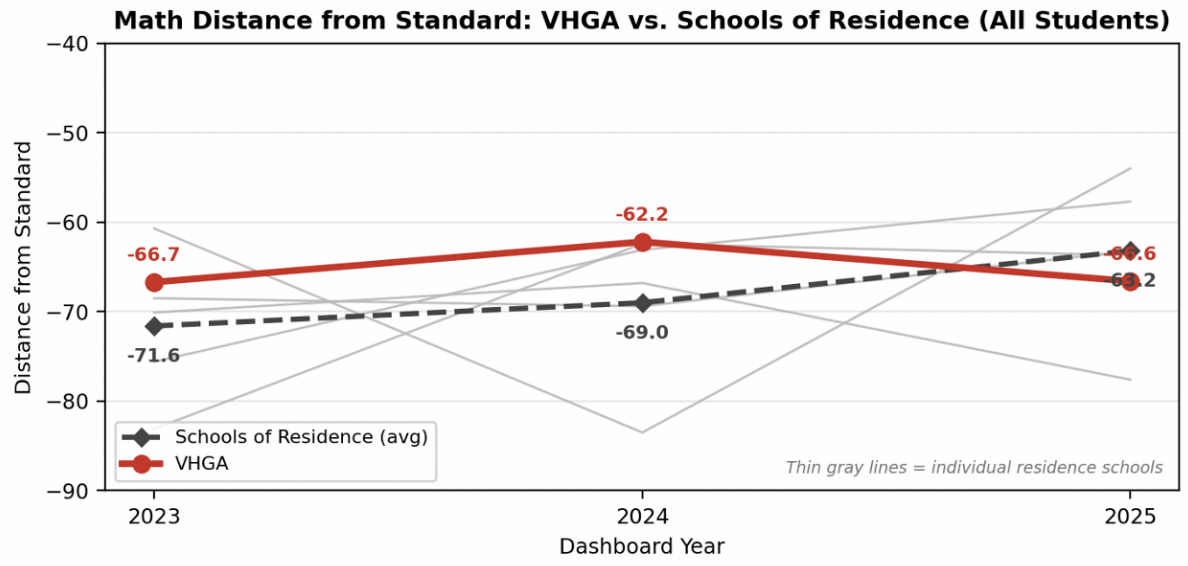
The following analysis compares the Mathematics Academic Indicator performance of Vista Horizon Global Academy with that of its schools of residence, the Los Angeles Unified School District schools that VHGA students would otherwise be assigned to based on their home address. The schools of residence analyzed are: (Source: California School Dashboard):

- Tenth Street Elementary
- Ninety-Sixth Street Elementary
- Arlington Heights Elementary
- Hobart Boulevard Elementary
- Los Angeles Elementary

The comparison draws on Distance from Standard and the associated performance colors reported by the CDE on the 2023, 2024, and 2025 California School Dashboards, examined separately for each student group.

Note: The Students with Disabilities group is excluded because it had fewer than 11 students and was therefore not reported for VHGA. The English Learner

group is reported for VHGA as Status (DFS) only, with no assigned performance color; because the DFS value is still available, the EL comparison on DFS remains valid.



Executive Summary: VHGA's Mathematics performance relative to its schools of residence was competitive. On the 2023 and 2024 Dashboards, VHGA outperformed or matched most residence schools for All Students and SED, and English Learners improved markedly, substantially outperforming several residence schools. As with ELA, however, VHGA's relative standing eroded on the 2025 Dashboard: it trailed most residence schools in All Students, SED, and Hispanic, because the residence schools improved while VHGA's Math performance stayed roughly flat. Hispanic students showed improvement from the 2023 to the 2024 Dashboard and slightly declined with the 2025 Dashboard. On a three-year-average basis, VHGA exceeded the

residence-school average for All Students, English Learners, and SED, and trailed for Hispanic students.

Key Finding: On a three-year-average basis (the simple mean of the 2023, 2024, and 2025 DFS values), VHGA's Mathematics performance exceeded the average of the five residence schools by 2.8 points for All Students, 5.2 points for English Learners, and 3.6 points for SED, and trailed by 12.0 points for Hispanic students. English Learners showed the clearest and most improving advantage, reaching the Yellow performance level in 2025 and substantially outperforming several residence schools.

Math Academic Indicator	2023 Dashboard					
	VHGA	Tenth St	Ninety-Sixth	Arlington	Hobart	LA Elem.
All Students	-66.7 Orange	-60.7 Yellow	-75.6 Orange	-83.1 Yellow	-68.5 Orange	-70.1 Orange
*EL	-87.7 No Level	-71.8 Yellow	-81.6 Orange	-103.6 Red	-93.3 Orange	-87.3 Orange
SED	-64.6 No Level	-60.7 Yellow	-76.2 Orange	-82.2 Yellow	-71.7 Orange	-69.5 Orange
*SWD	No Level	-136.6 Orange	-110.1 Orange	-107 No Level	-108.9 Orange	-146.9 No Level
Hispanic	-98.4 No Level	-60.7 Yellow	-67.4 Orange	-83.8 Yellow	-71 Orange	-67.5 Orange

* Not a statistically significant subgroup for VHGA

Math Academic Indicator	2024 Dashboard					
	VHGA	Tenth St	Ninety-Sixth	Arlington	Hobart	LA Elem.
All Students	-62.2 Yellow	-83.5 Orange	-63.1 Yellow	-62.4 Yellow	-69.4 Orange	-66.8 Yellow
*EL	-80.1 No Level	-92.9 Orange	-77.7 Yellow	-69.9 Yellow	-97.2 Red	-78 Yellow
SED	-66.3 Orange	-85.5 Orange	-64.6 Yellow	-62.8 Yellow	-72.9 Orange	-66 Yellow
*SWD	No Level	-142.7 Red	-140.8 Red	-67.4 No Level	-126.7 Red	-144.2 No Level
Hispanic	-69 Yellow	-83.4 Orange	-54.3 Yellow	-62.7 Yellow	-75.7 Orange	-65 Orange

* Not a statistically significant subgroup for VHGA

Math Academic Indicator	2025 Dashboard					
	VHGA	Tenth St	Ninety-Sixth	Arlington	Hobart	LA Elem.
All Students	-66.6 Orange	-54 Yellow	-57.7 Yellow	-63.7 Orange	-63.2 Yellow	-77.6 Orange
*EL	-60.5 Yellow	-56 Yellow	-55.8 Yellow	-73 Orange	-88.1 Yellow	-94 Orange
SED	-64.9 Orange	-55.8 Yellow	-59.1 Yellow	-62.5 Orange	-66.1 Yellow	-77.4 Orange
*SWD	No Level	-117 Orange	-110.1 Orange	-117.8 No Level	-112.4 Orange	-131.2 Orange
Hispanic	-69.7 Orange	-52.9 Yellow	-50.6 Orange	-65.1 Orange	-68 Yellow	-76.7 Orange

* Not a statistically significant subgroup for VHGA

Detailed Performance Analysis by Student Group

All Students

- **2023:** VHGA (-66.7, Orange) substantially outperformed Arlington Heights Elementary (-83.1, Yellow) by 16.4 points; outperformed Ninety-Sixth Street Elementary (-75.6, Orange) by 8.9 points, Los Angeles Elementary (-70.1, Orange) by 3.4 points; was comparable to Hobart Boulevard Elementary (-68.5, Orange) within 1.8 points; underperformed Tenth Street Elementary (-60.7, Yellow) by 6.0 points.
- **2024:** VHGA (-62.2, Yellow) substantially outperformed Tenth Street Elementary (-83.5, Orange) by 21.3 points; outperformed Hobart Boulevard Elementary (-69.4, Orange) by 7.2 points, Los Angeles Elementary (-66.8, Yellow) by 4.6 points; was comparable to Ninety-Sixth Street Elementary (-63.1, Yellow) within 0.9 points, Arlington Heights Elementary (-62.4, Yellow) within 0.2 points.
- **2025:** VHGA (-66.6, Orange) outperformed Los Angeles Elementary (-77.6, Orange) by 11.0 points; underperformed Tenth Street Elementary (-54, Yellow) by 12.6 points, Ninety-Sixth Street Elementary (-57.7, Yellow) by 8.9 points, Hobart Boulevard Elementary (-63.2, Yellow) by 3.4 points, Arlington Heights Elementary (-63.7, Orange) by 2.9 points.

Status: ⚠️ Mixed Performance. Competitive with or ahead of most residence schools on the 2023 and 2024 Dashboards but trailed most on the 2025 Dashboard; the three-year average is modestly above the residence-school average.

English Learners

- **2023:** VHGA (-87.7, No Level) substantially outperformed Arlington Heights Elementary (-103.6, Red) by 15.9 points; outperformed Hobart Boulevard Elementary (-93.3, Orange) by 5.6 points; was comparable to Los Angeles Elementary (-87.3, Orange) within 0.4 points; underperformed Ninety-Sixth Street Elementary (-81.6, Orange) by 6.1 points; substantially underperformed Tenth Street Elementary (-71.8, Yellow) by 15.9 points.

- **2024:** VHGA (-80.1, No Level) substantially outperformed Hobart Boulevard Elementary (-97.2, Red) by 17.1 points; outperformed Tenth Street Elementary (-92.9, Orange) by 12.8 points; underperformed Arlington Heights Elementary (-69.9, Yellow) by 10.2 points, Ninety-Sixth Street Elementary (-77.7, Yellow) by 2.4 points, Los Angeles Elementary (-78, Yellow) by 2.1 points.
- **2025:** VHGA (-60.5, Yellow) substantially outperformed Los Angeles Elementary (-94, Orange) by 33.5 points, Hobart Boulevard Elementary (-88.1, Yellow) by 27.6 points; outperformed Arlington Heights Elementary (-73, Orange) by 12.5 points; underperformed Ninety-Sixth Street Elementary (-55.8, Yellow) by 4.7 points, Tenth Street Elementary (-56, Yellow) by 4.5 points.

Status: ✅ Improving strength. VHGA English Learners improved each year and substantially outperformed several residence schools by the 2025 Dashboard, earning a Yellow performance level; the three-year average is above the residence-school average.

Socioeconomically Disadvantaged

- **2023:** VHGA (-64.6, No Level) substantially outperformed Arlington Heights Elementary (-82.2, Yellow) by 17.6 points; outperformed Ninety-Sixth Street Elementary (-76.2, Orange) by 11.6 points, Hobart Boulevard Elementary (-71.7, Orange) by 7.1 points, Los Angeles Elementary (-69.5, Orange) by 4.9 points; underperformed Tenth Street Elementary (-60.7, Yellow) by 3.9 points.
- **2024:** VHGA (-66.3, Orange) substantially outperformed Tenth Street Elementary (-85.5, Orange) by 19.2 points; outperformed Hobart Boulevard Elementary (-72.9, Orange) by 6.6 points; was comparable to Ninety-Sixth Street Elementary (-64.6, Yellow) within 1.7 points, Los Angeles Elementary (-66, Yellow) within 0.3 points; underperformed Arlington Heights Elementary (-62.8, Yellow) by 3.5 points.
- **2025:** VHGA (-64.9, Orange) outperformed Los Angeles Elementary (-77.4, Orange) by 12.5 points; was comparable to Hobart Boulevard Elementary (-66.1, Yellow) within 1.2 points; underperformed Tenth Street Elementary (-55.8, Yellow) by 9.1 points, Ninety-Sixth Street Elementary (-59.1, Yellow) by 5.8 points, Arlington Heights Elementary (-62.5, Orange) by 2.4 points.

Status: ⚠️ Mixed Performance. Outperformed or matched most residence schools on the 2023 and 2024 Dashboards, then trailed most with the 2025 Dashboard; the three-year average is modestly above the residence-school average.

Hispanic Students

- **2023:** VHGA (-98.4, No Level) underperformed Arlington Heights Elementary (-83.8, Yellow) by 14.6 points; substantially underperformed Tenth Street Elementary (-60.7, Yellow) by 37.7 points, Ninety-Sixth Street Elementary (-67.4, Orange) by 31.0 points, Los Angeles Elementary (-67.5, Orange) by 30.9 points, Hobart Boulevard Elementary (-71, Orange) by 27.4 points.
- **2024:** VHGA (-69, Yellow) outperformed Tenth Street Elementary (-83.4, Orange) by 14.4 points, Hobart Boulevard Elementary (-75.7, Orange) by 6.7 points; underperformed Ninety-Sixth Street Elementary (-54.3, Yellow) by 14.7 points, Arlington Heights

Elementary (-62.7, Yellow) by 6.3 points, Los Angeles Elementary (-65, Orange) by 4.0 points.

- **2025:** VHGA (-69.7, Orange) outperformed Los Angeles Elementary (-76.7, Orange) by 7.0 points; was comparable to Hobart Boulevard Elementary (-68, Yellow) within 1.7 points; underperformed Arlington Heights Elementary (-65.1, Orange) by 4.6 points; substantially underperformed Ninety-Sixth Street Elementary (-50.6, Orange) by 19.1 points, Tenth Street Elementary (-52.9, Yellow) by 16.8 points.

Status: ⚠️ Weakest Performance. VHGA trailed all five residence schools in 2023 (-98.4) and, despite sharp improvement since, its three-year average remains about 12 points below the residence-school average.

Year-Over-Year Performance Trends

VHGA changes (DFS): VHGA's Math performance was roughly flat for All Students and SED, while English Learners and Hispanic students improved markedly from 2023.

- **All Students:** +4.5 points (2023 to 2024 Dashboard), then -4.4 points (2024 to 2025 Dashboard); essentially flat.
- **English Learners:** +7.6 points, then +19.6 points; a strong, sustained improvement to -60.5.
- **SED:** -1.7 points, then +1.4 points; essentially flat.
- **Hispanic:** +29.4 points, then -0.7 points; a sharp improvement from a very low 2023 Dashboard (-98.4), then flat.

Schools of residence: The five-school average for All Students improved over the period, from -71.6 (2023) to -69.0 (2024) to -63.2 (2025). VHGA's flat performance against an improving residence-school average is why VHGA's relative standing slipped in 2025.

Performance Level Distribution (2025, All Students)

Areas of Strengths

1. **English Learners.** VHGA's clearest and improving Math advantage: English Learners improved each year, reached Yellow in 2025, and substantially outperformed several residence schools, exceeding the residence-school average by about 5 points over three years.
2. **2023-2024 competitiveness.** VHGA outperformed or matched most residence schools for All Students and SED in 2023 and 2024.
3. **Three-year average.** VHGA's average Math DFS exceeded the residence-school average for All Students, English Learners, and SED.

Conclusion: On a multi-year basis, VHGA's Mathematics performance compares favorably to its schools of residence for All Students, English Learners, and SED, with English Learners an improving strength that substantially outperformed several residence schools and reached the Yellow level by 2025. The renewal case in Mathematics relative to the schools of residence is supported on a three-year-average basis for All Students, English Learners, and SED.

VHGA's ELPI Performance Analysis
Comparison with Schools of Residence

The following analysis compares English Learner Progress Indicator performance between Vista Horizon Global Academy and its schools of residence for the 2023, 2024, and 2025 California School Dashboard reports. The ELPI measures the percentage of English Learner students making progress toward English language proficiency, with higher percentages indicating better performance. The analysis includes performance levels (indicated by colors) as reported for the English Learner student group.

Schools of Residence Analyzed:

1. Tenth Street Elementary: 3.5% of VHGA's enrollment
2. Ninety-Sixth Street Elementary: 3.5% of VHGA's enrollment
3. Arlington Heights Elementary: 3.5% of VHGA's enrollment
4. Hobart Boulevard Elementary: 28.6% of VHGA's enrollment
5. Los Angeles Elementary: 17.5% of VHGA's enrollment

Understanding ELPI: The English Learner Progress Indicator measures the percentage of English Learner students who are making progress toward English language proficiency based on:

- Students who advanced at least one ELPI level between consecutive years
- Students who maintained ELPAC Level 4 (highest level) from the prior year
- Assessment basis: Results from the Summative English Language Proficiency Assessments for California (ELPAC), including the Summative Alternate ELPAC

Higher percentages indicate better performance, meaning more English Learners are progressing toward language proficiency and potential reclassification. The performance color is assigned by combining the current-year status with the change from the prior year, so a school can hold a moderate color while its raw percentage is relatively low or fall in color while its percentage is relatively high, depending on the direction of year-over-year movement. On the Dashboard scale, Blue is highest, followed by Green, Yellow, Orange, and Red. A designation of No Level means a performance color was not assigned for that year.

Executive Summary: The English Learner Progress Indicator reveals a reversal in VHGA's standing relative to its schools of residence. VHGA reported the highest performance among all residence schools with the 2023 Dashboard, with a sharp decline in the 2024 Dashboard, resulting in a red performance level, followed by a 2.8% improvement as evidenced on the 2025 Dashboard. On the 2025 Dashboard, VHGA performance widened compared to the schools of residence which increased in performance.

Critical Finding: VHGA's ELPI performance declined by 14.3% from the 2023 Dashboard to the 2024 Dashboard, the steepest single-year decline among all six schools across the three years,

resulting in a Red rating (lowest performance level). VHGA improved to Yellow with the 2025 Dashboard, a 2.8% gain.

English Learner Progress Indicator (ELPI): EL			
Dashboard	2023	2024	2025
VHGA	52.4% No Level	38.1% Red	40.9% Yellow
Tenth St. Elem	48.1% Orange	43% Orange	59.7% Blue
Ninety-Sixth St.	49.2% Orange	48.5% Yellow	64.4% Blue
Arlington	46.2% Orange	56.1% Green	55.2% Green
Hobart	48.6% Green	38.7% Orange	48.3% Green
Los Angeles ES	32.9% Red	46.9% Green	44.1% Orange

Detailed Performance Analysis

2023 Performance:

- VHGA: 52.4% (No Level) - Highest performance but with no performance level (color)
- Tenth Street Elementary: 48.1% (Orange) – performed 4.3% below VHGA
- Ninety-Sixth Street Elementary: 49.2% (Orange) – performed 3.2% below VHGA
- Arlington Heights Elementary: 46.2% (Orange) – performed 6.2% below VHGA
- Hobart Boulevard Elementary: 48.6% (Green) – performed 3.8% below VHGA
- Los Angeles Elementary: 32.9% (Red) – performed 19.5% below VHGA

Status: ✅ VHGA led all five schools of residence on performance, 52.4% despite English Learner student group was not numerically significant.

2024 Performance: Sharp Decline ⚠️

- VHGA: 38.1% (Red) - 14.3% decline from 2023
- Hobart Boulevard Elementary: 38.7% (Orange) - outperforming VHGA by 0.6%
- Tenth Street Elementary: 43.0% (Orange) - outperforming VHGA by 4.9%
- Los Angeles Elementary: 46.9% (Green) - outperforming VHGA by 8.8%
- Ninety-Sixth Street Elementary: 48.5% (Yellow) - outperforming VHGA by 10.4%

- Arlington Heights Elementary: 56.1% (Green) - outperforming VHGA by 18.0%

Status: ⚠ VHGA reported the lowest performance compared to schools of residence.

2025 Performance: Partial Recovery in Color ⚠

- VHGA: 40.9% (Yellow) - 2.8% gain from 2024; an improvement to Yellow Performance Level
- Los Angeles Elementary: 44.1% (Orange) – outperforming VHGA by 3.2%
- Hobart Boulevard Elementary: 48.3% (Green) - outperforming VHGA by 7.4%
- Arlington Heights Elementary: 55.2% (Green) - outperforming VHGA by 14.3%
- Tenth Street Elementary: 59.7% (Blue) - outperforming VHGA by 18.8%
- Ninety-Sixth Street Elementary: 64.4% (Blue) - outperforming VHGA by 23.5%

Status: ⚠ VHGA reported the lowest performance compared to the Schools of Residence.

Three-Year Trajectory at a Glance:

- VHGA status: 52.4% (No Level) in 2023, 38.1% (Red) in 2024, 40.9% (Yellow) in 2025
- Gap to schools of residence (unweighted average): +7.4 percentage points in 2023, -8.5 in 2024, -13.4 in 2025
- Calculation of the 2025 average: Sum of 59.7 + 64.4 + 55.2 + 48.3 + 44.1 = 271.7, divided by 5 = 54.34%, which rounds to 54.3%

Conclusion: Across the three Dashboard years, VHGA moved from the strongest ELPI status among all schools of residence on the 2023 Dashboard then declined on the 2024 Dashboard and improved in the 2025 Dashboard. The performance color improved from Red in the 2024 Dashboard to Yellow on the 2025 Dashboard, a genuine positive signal driven by a modest 2.8% gain.

VHGA's Science Performance Analysis
Comparison with Schools of Residence

The following analysis compares Science Indicator performance between Vista Horizon Global Academy and its schools of residence for the 2024 and 2025 California School Dashboard reports. The Science Indicator reports performance on the California Science Test, with higher values indicating stronger performance.

Schools of Residence Analyzed:

- Tenth Street Elementary
- Ninety-Sixth Street Elementary
- Arlington Heights Elementary
- Hobart Boulevard Elementary

- Los Angeles Elementary

Understanding the Science Indicator: The California Science Indicator is based on the California Science Test, which is administered in specific grades rather than every grade. Higher values indicate stronger performance. As with other Dashboard indicators, a performance color combines the current level with the change from the prior year. A No Level designation means a performance color was not assigned for that group, commonly when a group falls below the minimum number of students required for reporting (n=30). A No Level result is not a low rating; it indicates that no color was assigned, and the underlying score can still be reported. A Science-specific methodology toolkit was not provided, so this description is general and the precise calculation and color cut scores should be confirmed against California Department of Education documentation.

Executive Summary: For the CAST results, VHGA is competitive with, and in several cases ahead of, its schools of residence. VHGA reported the highest All Students performance compared with the schools of residence in both 2024 and 2025. On the 2025 Dashboard, VHGA also outperformed all schools of residence for the Socioeconomically Disadvantaged (SED) student group. VHGA's scores also improved on the 2024 to 2025 Dashboard for every group with a reported "status" value, despite having no numerically significant student groups. For the 2025 Dashboard, VHGA had a total of 18 fifth-grade students that were tested, resulting in status results but no performance level (color).

Critical Finding: On the 2025 Dashboard, VHGA recorded the highest All Students Science Points overall 45.2, while the five schools of residence received colors ranging from Yellow to Orange. At the same time, the schools of residence that earned a color often did so by improving sharply from lower 2024 baselines, for example Ninety-Sixth Street Elementary, which rose 9.7 points in the All Students group.

Science Indicator	2024 Dashboard					
	VHGA	10th St	96th St.	Arlington	Hobart	LA ES
All Students	43.2 No Level	37.4 No Level	34.9 No Level	43 No Level	40.8 No Level	42.2 No Level
*EL	No Level	31.2 No Level	30 No Level	No Level	31.2 No Level	37.5 No Level
*SED	39.6 No Level	37.0 No Level	34.1 No Level	43.3 No Level	39.3 No Level	41.8 No Level
*SWD	No Level	22.7 No Level	24.6 No Level	No Level	31.8 No Level	No Level
*Hispanic	39.2 No Level	38.3 No Level	34.8 No Level	44 No Level	40 No Level	42.9 No Level

Science Indicator	2025 Dashboard					
	VHGA	10th St	96th St.	Arlington	Hobart	LA ES
All Students	45.2 No Level	44.5 Yellow	44.6 Yellow	40.4 Orange	42 Orange	40.6 Orange
*EL	No Level	41.1 Yellow	47.6 No Level	32.1 No Level	35.8 Yellow	36.9 Orange
*SED	45.5 No Level	43.9 Yellow	44.9 Yellow	40.5 No Level	42.1 Yellow	41.8 Orange
*SWD	No Level	30.0 No Level	35.5 No Level	No Level	34.7 No Level	No Level
*Hispanic	40.7 No Level	44.2 Yellow	46.0 Green	40.2 No Level	41.3 Orange	40.5 Orange

Detailed Performance Analysis

2024 CA School dashboard Performance:

- All Students, VHGA had the highest performance: 43.2 Science Points
- VHGA outperformed Arlington Heights Elementary by 0.2 Science points
- VHGA outperformed Los Angeles Elementary by 1.0 Science point
- VHGA outperformed Hobart Boulevard Elementary by 2.4 Science points
- VHGA outperformed Tenth Street Elementary by 5.8 Science points
- VHGA outperformed Ninety-Sixth Street Elementary by 8.3 Science points
- Socioeconomically Disadvantaged: VHGA 39.6, third of the six; schools-of-residence average 39.1; VHGA 0.5 points above that average
- Hispanic: VHGA 39.2, fourth of the six; schools-of-residence average 40.0; VHGA 0.8 points below that average
- English Learners and Students with Disabilities: For these student groups, VHGA had less than 11 students enrolled, therefore the CDE did not report a status level. ⚠

2025 CA School Dashboard Performance:

- All Students, VHGA received the highest results: 45.2 Science Points
- Ninety-Sixth Street Elementary: 44.6 (Yellow) - 0.6 points below VHGA
- Tenth Street Elementary: 44.5 (Yellow) - 0.7 points below VHGA
- Hobart Boulevard Elementary: 42.0 (Orange) - 3.2 points below VHGA
- Los Angeles Elementary: 40.6 (Orange) - 4.6 points below VHGA
- Arlington Heights Elementary: 40.4 (Orange) - 4.8 points below VHGA

- Socioeconomically Disadvantaged: VHGA 45.5 (No Level), highest of the six; schools-of-residence average 42.6; VHGA 2.9 points above that average; residence colors ranged from Yellow to Orange
- Hispanic: VHGA 40.7 (No Level), fourth of the six; schools-of-residence average 42.4; VHGA 1.7 points below that average; Ninety-Sixth Street Elementary led at 46.0 (Green)
- English Learners and Students with Disabilities: For these student groups, VHGA had less than 11 students enrolled, therefore the CDE did not report a status level. ⚠

VHGA Year-over-Year (groups with a reported score):

- All Students: 43.2 to 45.2, an increase of 2.0 points
- Socioeconomically Disadvantaged: 39.6 to 45.5, an increase of 5.9 points
- Hispanic: 39.2 to 40.7, an increase of 1.5 points
- English Learners and Students with Disabilities: no score reported in either year <11 students

Wider Context: LAUSD and California
While VHGA outperformed the schools of residence performance on the Science Academic Indicator, those residence schools performed below the LAUSD (district) average:

- All Students: VHGA 45.2 is above all five residence schools but below the LAUSD average of 49.3 (Green) and the state average of 52.6 (Yellow)
- Socioeconomically Disadvantaged: VHGA 45.5 is below the LAUSD average of 47.2 (Green) and the state average of 47.1 (Yellow)
- Hispanic: VHGA 40.7 is below the LAUSD average of 47.3 (Green) and the state average of 47.1 (Yellow)

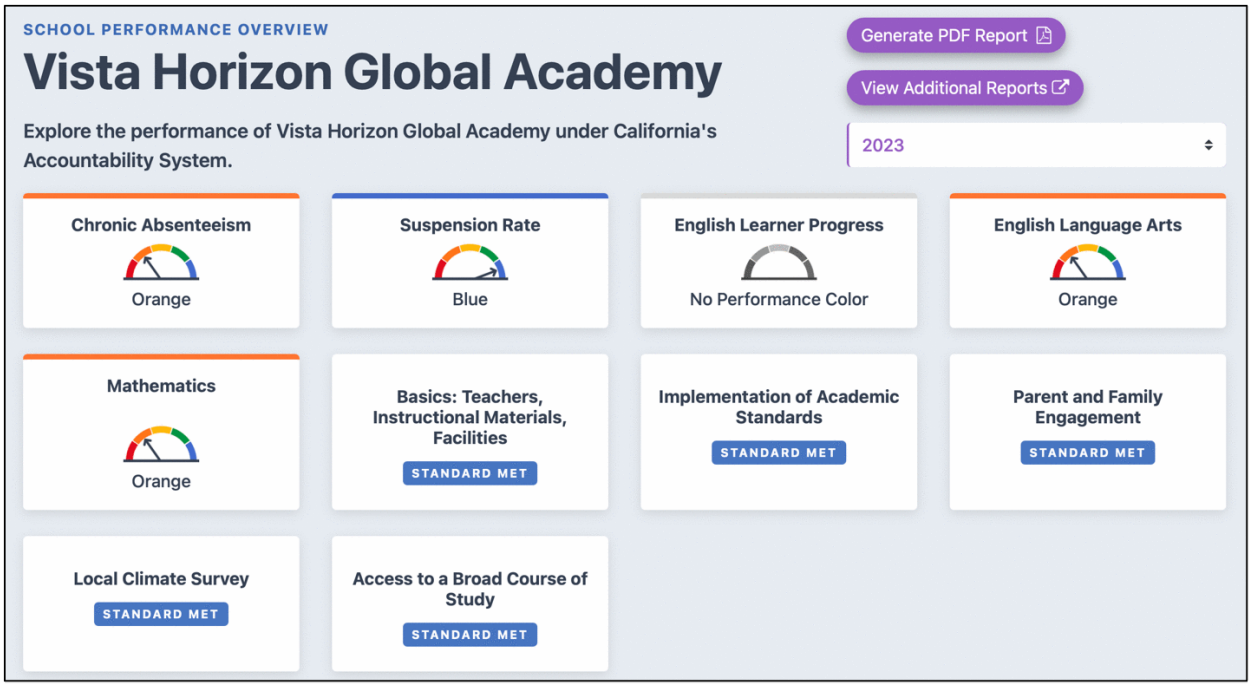
Integration with Overall Performance

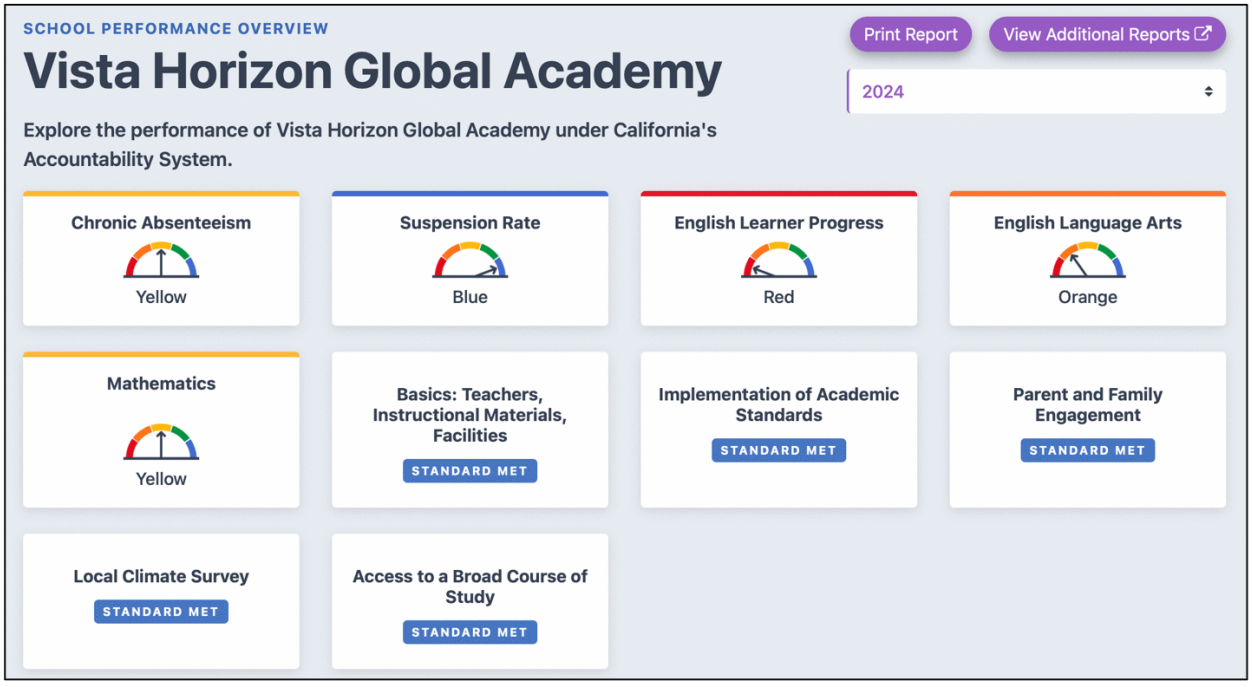
- **Relative strength:** VHGA leads its five residence schools on the All Students score in both years and for the Socioeconomically Disadvantaged student group in the 2025 Dashboard.
- **Area for growth:** VHGA trails its residence average on the Hispanic group, where Ninety-Sixth Street and Tenth Street improved sharply on the 2025 Dashboard.

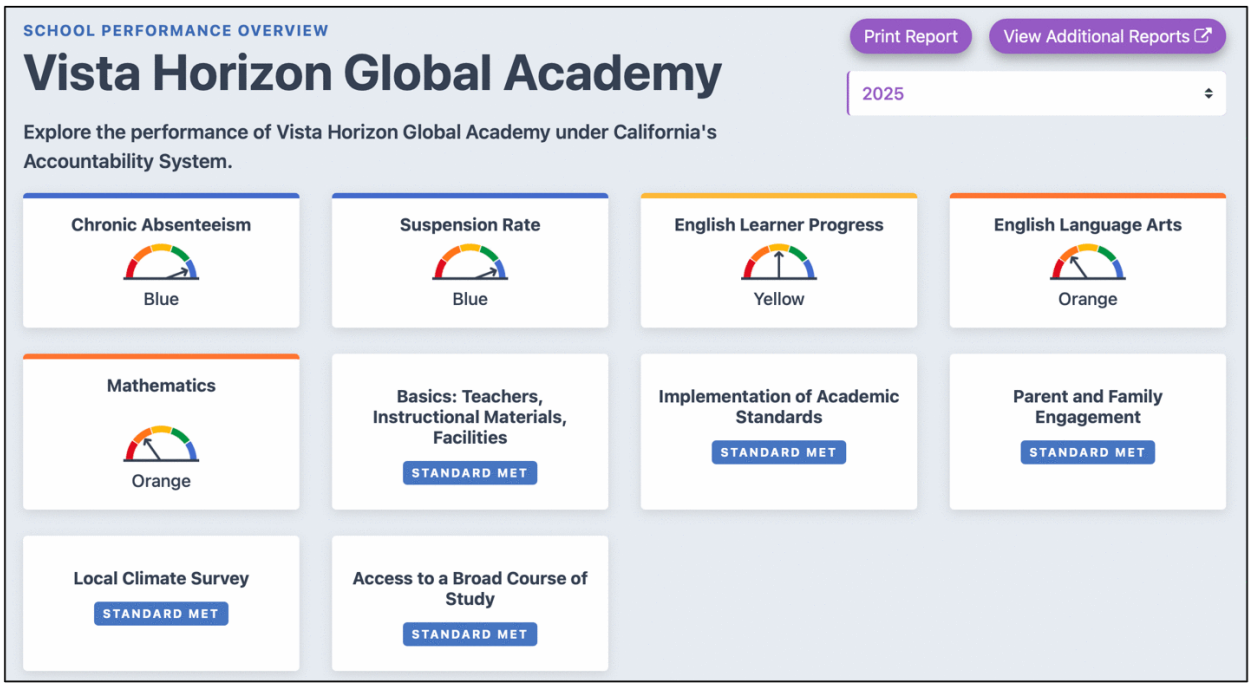
Conclusion: Against its schools of residence, VHGA's Science scores are competitive and in several measures the strongest of the group, particularly for All Students in both years and for Socioeconomically Disadvantaged student group on the 2025 Dashboard, and VHGA's scores improved across every group.

LOCAL INDICATORS

Vista Horizon Global Academy received a "standard met" for all local indicators as reported on the 2023, 2024 and 2025 Dashboards (as evidenced in the following charts).


SCHOOL PERFORMANCE OVERVIEW
Vista Horizon Global Academy
Explore the performance of Vista Horizon Global Academy under California's Accountability System.
Generate PDF Report
View Additional Reports
2023
Chronic Absenteeism
Orange
Suspension Rate
Blue
English Learner Progress
No Performance Color
English Language Arts
Orange
Mathematics
Orange
Basics: Teachers, Instructional Materials, Facilities
STANDARD MET
Implementation of Academic Standards
STANDARD MET
Parent and Family Engagement
STANDARD MET
Local Climate Survey
STANDARD MET
Access to a Broad Course of Study
STANDARD MET


SCHOOL PERFORMANCE OVERVIEW
Vista Horizon Global Academy
Explore the performance of Vista Horizon Global Academy under California's Accountability System.
Print Report
View Additional Reports
2024
Chronic Absenteeism
Yellow
Suspension Rate
Blue
English Learner Progress
Red
English Language Arts
Orange
Mathematics
Yellow
Basics: Teachers, Instructional Materials, Facilities
STANDARD MET
Implementation of Academic Standards
STANDARD MET
Parent and Family Engagement
STANDARD MET
Local Climate Survey
STANDARD MET
Access to a Broad Course of Study
STANDARD MET



Conclusion

A charter petition renewed pursuant to Education Code Section 47607.2(b) (middle performing) shall be granted a renewal term of five years. As clearly demonstrated by the evidence above, the Charter School meets this renewal criterion and should be granted a renewal term of 5 years.

VHGA has experienced the following areas of challenge per dashboard data and will improve through the following actions:

- EL Progress was in the Red on the CA Dashboard in 2024. VHGA made ELD a schoolwide focus and redesigned its designated ELD program aligned to curriculum. The ELPI on the CA Dashboard is now Yellow in 2025.
- EL and Math continue to be a challenge but it's being addressed with adoption of comprehensive structured literacy curriculum, implementation support, continued professional development, weekly planning sessions with coaches along with continuous progress monitoring.

Goals and Philosophy

Mission and Vision

Our mission at Vista Horizon is to create a transformative TK-5 learning experience that is engaging, globally oriented, and builds a strong STEAM foundation for college and career readiness. We provide a quality education for all students that focuses on both heart and mind as critical tools of student engagement in learning. Our compassionate community of global learners develops students 'knowledge and skills, as well as their attitudes, behaviors, aspirations, and beliefs for success in the 21st century economy.

We envision a transformed school experience where Vista Horizon students develop global competence as well as a strong technological foundation, investigate the world beyond their immediate environment, conduct effective and pertinent research, recognize divergent perspectives, communicate their ideas effectively, and take action to improve their own conditions and the world around them. We envision a school where 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, VHGA 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.

Community School Model and Vision

Vista Horizon 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), VHGA 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.

VHGA 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, VHGA 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 Horizon 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 Charter 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.

VHGA 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 Charter 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 Horizon 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 Charter 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:

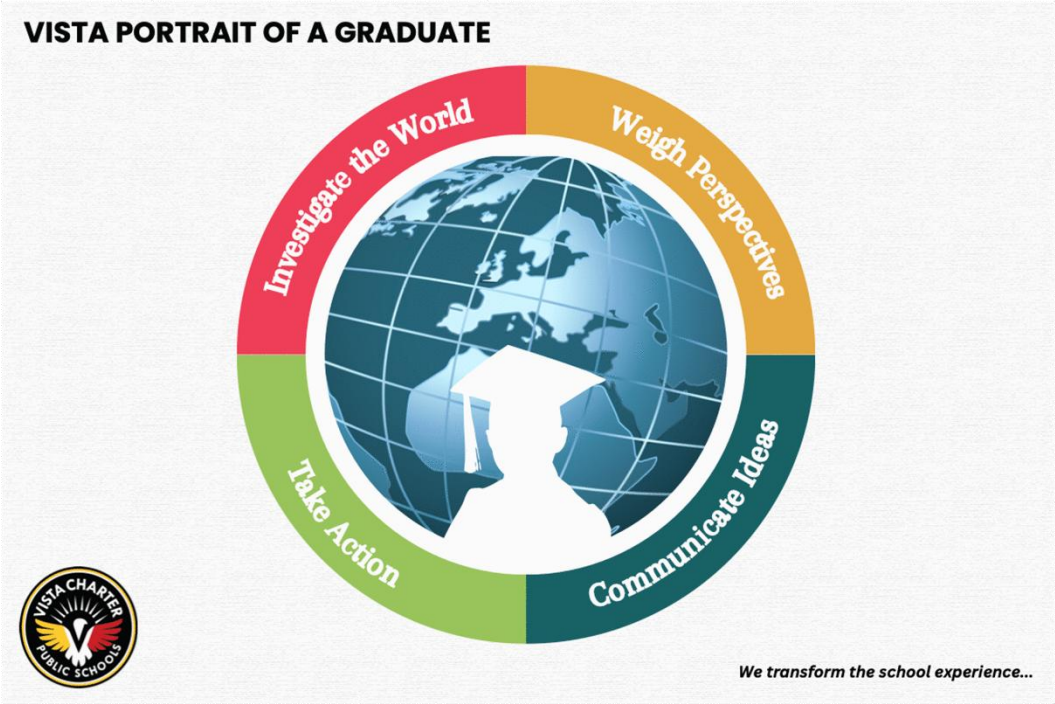
Small Learning Communities: Maintaining an average class size of 25:1, this model sustains a small community atmosphere while providing financial flexibility to accomplish extensive educational goals. Research shows that small to medium-size schools provide greater opportunities for deeper interpersonal 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:** VHGA has 1:1 chromebooks and 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.
- **Kagan Cooperative Learning Structures:** All teachers facilitate Kagan Cooperative Learning Structures in their classrooms to increase student discourse and enhance student engagement.
- **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 VHGA. The Charter 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:** VHGA 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 Horizon Global Academy understands that student success requires confronting societal prejudices and breaking barriers of discrimination. The Charter School believes that low-income students of color particularly benefit from intellectually engaging, rigorous curricula designed to cultivate flexible thinking and broad global knowledge. VHGA 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.



The Vista Global Competencies Core to our Graduate Profile

An Educated Person in the 21st Century

Vista Horizon Global Academy believes that success in the 21st-century 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 Global Competencies supported by 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. 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 supported by our GEAR program (Grit, Empathy, Accountability and Respect). They exhibit strong communication and collaboration skills, demonstrate ethical reasoning and moral character, cultural awareness 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 Horizon's educational program. Students develop intrinsic motivation through engaging, relevant instruction that connects learning to real-world applications and personal interests. Vista Horizon students have opportunities to explore their local and wider community to build students' global competence. Through scaffolded learning experiences that challenge them, students grow 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 Horizon learning experience. 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 Horizon Global Academy's educational approach.

The Three Domains of Engagement
Vista Horizon 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 Horizon experience.

Building Self-Efficacy: Self-efficacy positively affects engagement, which in turn influences overall achievement. Vista Horizon 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 Charter 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 Horizon 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 Horizon'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 Horizon's program selection and all educational decisions across the three domains of engagement.

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-promise students. This early intervention approach is fundamental to Vista Horizon's educational philosophy.

Integrated Program Implementation

At Vista Horizon 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 Charter School implements programs that provide engagement across multiple domains. For example, the entire staff are trained in Kagan Cooperative Strategies. These strategies provide

structures to increase cognitive engagement and discourse 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. Vista Horizon implements Way of Council throughout each stakeholder group, building a cohesive community around common principles and giving a shared framework for addressing challenges and building team.

Conditions and Structures that Promote Student Engagement and Learning

Vista Horizon 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 Horizon'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 Horizon's Approach: We lay the foundation for 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 Horizon's Approach: Our pedagogical practices and programmatic choices create conditions for rigorous academics and warm, supportive mentoring in symbiotic relationship. The Vista Horizon approach emphasizes learning by doing under the guidance of strong mentor-teachers. At the core of a Vista Horizon 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-promise 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 Horizon's Approach: To ensure relevancy for students, VHGA integrates the four domains of global competence into all aspects of the Charter 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 Horizon'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 Horizon's Commitment: VHGA 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 Horizon'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 Charter 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 Horizon's Approach: Creating a safe environment with structured discipline policies is essential. Too many at-promise 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. Vista Horizon uses Restorative Justice principles to teach children how to grow and learn from mistakes, alongside Way of Council's framework of empathy, respect, kindness, and love. The humanity and dignity of every child is paramount, and discipline and safety policies always reflect this deeply held belief. Vista Horizon promotes strong social-emotional competencies through the acronym GEAR: Grit, Empathy, Accountability, and Respect.

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 Horizon Global Academy creates the foundation for transformative educational experiences that prepare students for success in college, career, and life

1. **Quality of Student-Teacher Relationships**
2. **Creating Safe Spaces for Learning**
3. **Rigorous Standards and Academic Excellence**
4. **Relevance and Real-World Connection**
5. **Student-Centered Learning Environment**
6. **Fostering Student Belonging**
7. **Optimal School Size and Class Structure**
8. **Positive Discipline and Safe Learning Environment**

The Requirements Of California Education Code § 47605(c)(5)(A)(ii)

Vista Horizon will pursue the following school-wide and subgroup outcome goals, based on the state priorities detailed in California Education Code § 52060(d). Student performance and achievement of school-wide, subgroup and individual student progress will be measured by multiple and varied summative and formative assessments that are aligned to state and federal standards and reflect proficiency measures required by the new California Assessment of Student

Performance and Progress (CAASPP)/SMARTER Balanced Assessments, as well as state priorities detailed in California Education Code § 52060(d).

The following chart details the Charter School's goals as of this petition submission, for all pupils (including statistically significant subgroups) pursuant to California Education Code § 52052, for each of the eight (8) state priorities identified in California Education Code § 52060(d), including specific annual actions the Charter School will take to achieve each of the identified annual goals. We note that as required under the California Education Code, Vista Horizon's stakeholders will engage in a collaborative process each year to update and prepare an annual Local Control and Accountability Plan as a basis for prioritizing allocation of funds. The following is intended to be illustrative of the goals and actions we anticipate at this point in time.

LCFF STATE PRIORITIES
Charter Term Commencing July 1, 2027

GOAL #1

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

Related State Priorities:

☐ 1	☒ 4	☒ 7
☐ 2	☒ 5	☒ 8
☐ 3	☐ 6	

Local Priorities:

☒: Priority 7

☐:

Specific Annual Actions to Achieve Goal

Multi-Tiered System of Supports (MTSS) and Community Schools Framework

- Implement a comprehensive Multi-Tiered System of Supports (MTSS) that connects academic, behavioral, and mental health supports, coordinated through the Coordination of Support Services Team (COST) and the Intervention Coordinator.
- Deliver tiered supports: rigorous Tier 1 core instruction accessible to all students; Tier 2 small-group intervention matched to specific skill needs identified through diagnostic data; and Tier 3 intensive, individualized intervention, with bi-weekly progress monitoring.
- Coordinate Tier 2 and Tier 3 supports through a combination of in-class push-in support, pull-out small-group instruction provided by the Educational Specialist or support provider, and after-school tutoring.
- Implement the four pillars of the California Community Schools Framework, leveraging the California Community Schools Partnership Program (CCSPP) Implementation Grant to integrate academic, behavioral, and social-emotional services and partnerships.

English Language Arts Instruction (Outcome #1)

- Implement a Science of Reading framework across grades TK–5, grounded in structured literacy, systematic phonics, and explicit comprehension strategies, with calibration across grade levels and monitoring through classroom walkthroughs and student-work analysis.

- Fully implement the myView ELA curriculum as the core instructional resource in grades TK–5, supported by curriculum training and intentional onboarding for new and non-fully-credentialed teachers.
- Expand daily small-group instruction (groups of three to five students) driven by i-Ready diagnostic data, targeting phonemic awareness, decoding, fluency, vocabulary, and comprehension using i-Ready MyPath and manipulatives, with bi-weekly progress monitoring and regrouping.

Mathematics Instruction (Outcome #2)

- Strengthen conceptual mathematics teaching and problem-solving, emphasizing conceptual understanding alongside procedural fluency.
- Strengthen Tier 1 mathematics instruction through full implementation of the adopted i-Ready Mathematics curriculum.
- Expand daily small-group mathematics instruction driven by i-Ready Mathematics diagnostic data, using i-Ready MyPath, manipulatives, and data reports, with bi-weekly progress monitoring.

Science and STEAM Instruction (Outcome #3)

- Provide Next Generation Science Standards (NGSS)-aligned, hands-on science instruction consistent with the Charter School's STEAM foundation for college and career readiness.
- Prepare grade-5 students for the California Science Test (CAST) through standards-aligned, inquiry-based science units.
- Apply Integrated ELD strategies in science so English Learners access grade-level science content and academic vocabulary.
- Include science assessment data in the Charter School's data inquiry cycles to monitor progress and adjust instruction.

English Learner Programs: Designated and Integrated ELD (Outcomes #4 and #5)

- Deliver Designated ELD daily during a protected instructional block aligned to students' English proficiency levels, using ELPAC-aligned content supported by the ELLevation platform.
- Strengthen Integrated ELD across all content areas, including mathematics, science, and social studies, so English Learners receive consistent language development throughout the instructional day.
- Provide small-group intervention organized by ELPI level, monitoring ELPI status, ELPAC proficiency, and reclassification.
- Strengthen the reclassification process against established criteria (ELPAC proficiency, academic performance benchmarks, and teacher input) and monitor annual reclassification rates.
- Host family workshops on reclassification and the ELPAC so families can support English Learner progress toward proficiency.

Data-Driven Instruction and Professional Learning

- Administer the i-Ready diagnostic and use results to drive small-group composition, instructional focus, and intervention across ELA and mathematics.
- Implement structured data inquiry cycles and grade-level Professional Learning Communities (PLCs): monthly schoolwide data sessions, bi-weekly grade-level data meetings, and weekly individual-student reviews focused on student work and assessment data.
- Provide targeted professional development in the Science of Reading, the myView curriculum, conceptual mathematics teaching, and Designated and Integrated ELD, delivered through full-staff sessions, grade-level cohort training, and individualized coaching.
- Provide instructional coaching in ELA, mathematics, and ELD (classroom observation, modeling, co-planning, and reflective feedback) aligned to the Growth Cycle Reflection process, with intentional onboarding to address the current 69.2% fully credentialed teacher rate.

Social-Emotional Learning and Positive School Climate (Outcomes #8 and #9)

- Deliver daily SEL instruction and the Way of Council practice for 100% of students to build belonging, student voice, and prosocial behavior.
- Implement Positive Behavioral Interventions and Supports (PBIS) and address behavioral concerns through supportive, tiered intervention rather than exclusionary discipline, maintaining suspension and expulsion rates below 1%.
- Provide mental health and behavioral support through the COST team, the PUC Counselor, the Behavior Interventionist, and the Community Schools Coordinator.

Attendance and Family Engagement (Outcomes #6 and #7)

- Convene the School Attendance Review Board (SARB) team regularly to develop individualized attendance plans in partnership with families.
- Conduct home visits using evidence-based, culturally responsive practices (Parent-Teacher Home Visit training) to strengthen school-home relationships and address barriers to attendance.
- Sustain daily positive engagement through the Greeting Team and coordinated outreach by the Community Schools Coordinator, connecting families to community resources that remove barriers to attendance.
- Operate the Attendance Recovery tutoring program led by a credentialed teacher, and monitor attendance and chronic absenteeism data to drive timely outreach and support.

Broad Course of Study, Enrichment, and Physical Fitness (Outcomes #10 and #11)

- Maintain 100% student participation in a broad course of study and core enrichment programs across all student groups.
- Provide supplemental academic support through the Littera Education tutoring program for students in grades 1–5.
- Ensure 100% of grade-5 students participate in all five components of the Physical Fitness Test (PFT).

Expected Annual Measurable Outcomes

Outcome #1: Increase student mastery of the English Language Arts (ELA) Academic Content Standards (CCSS), as outlined below in the table.

Metric/Method for Measuring: ELA Academic Indicator measured using Distance from Standard (DFS)
Source: CA School Dashboard

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

Applicable Student Groups	Baseline	2027-28 Y1 Term	2028-29 Y2 Term	2029-30 Y3 Term	2030-31 Y4 Term	2031-32 Y5 Term
All Students (Schoolwide)	-65.9	-60	-55	-50	-45	-40
English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	-65.1	-60	-55	-50	-45	-40
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	-72.6	-65	-60	-55	-50	-45

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

Outcome #2: Increase student mastery of the Math Academic Content Standards (CCSS), as outlined below in the table.

Metric/Method for Measuring: Math Academic Indicator measured using Distance from Standard (DFS)
Source: CA School Dashboard

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

APPLICABLE STUDENT GROUPS	Baseline	2027-28 Y1 Term	2028-29 Y2 Term	2029-30 Y3 Term	2030-31 Y4 Term	2031-32 Y5 Term
All Students (Schoolwide)	-66.6	-61	-56	-51	-46	-41
English Learner Students	-60.5	-55	-50	-45	-40	-35
Socioeconomically Disadvantaged Students	-64.9	-59	-54	-49	-44	-39
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	-69.7	-64	-59	-54	-49	-44
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 outlined below in the table

Metric/Method for Measuring: (CAST) Science Academic Indicator measured using Science Points (5th grade)
Source: CA School Dashboard

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

APPLICABLE STUDENT GROUPS	Baseline	2027-28 Y1 Term	2028-29 Y2 Term	2029-30 Y3 Term	2030-31 Y4 Term	2031-32 Y5 Term
All Students (Schoolwide)	45.2	46	50	54	58	62
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 #4: Increase the percentage of English Learners making progress towards English Language Proficiency (ELP), as outlined below in the table.

Metric/Method for Measuring: English Language Progress Indicator (ELPI)
Source: CA School Dashboard

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

APPLICABLE STUDENT GROUPS	Baseline	2027-28 Y1 Term	2028-29 Y2 Term	2029-30 Y3 Term	2030-31 Y4 Term	2031-32 Y5 Term
All Students (Schoolwide)	*	*	*	*	*	*
English Learner Students	40.9%	43.6%	45%	47%	49%	51%
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 English Learners, as outlined below in the table.

Metric/Method for Measuring: Reclassification Rate
Source: CALPADS

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

APPLICABLE STUDENT GROUPS	Baseline	2027-28 Y1 Term	2028-29 Y2 Term	2029-30 Y3 Term	2030-31 Y4 Term	2031-32 Y5 Term
All Students (Schoolwide)	*	*	*	*	*	*
English Learner Students	0%	12%	14%	16%	18%	20%
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% (Goal >95%), as outlined below in the table.

Metric/Method for Measuring: Annual Daily Attendance (ADA)
Source: CALPADS

Note: * ADA is not reported by student group but rather as a schoolwide metric..

APPLICABLE STUDENT GROUPS	Baseline	2027-28 Y1 Term	2028-29 Y2 Term	2029-30 Y3 Term	2030-31 Y4 Term	2031-32 Y5 Term
All Students (Schoolwide)	93.2%	93.7%	94.2%	94.7%	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 (Goal <5%), as outlined below in the table.

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	2027-28 Y1 Term	2028-29 Y2 Term	2029-30 Y3 Term	2030-31 Y4 Term	2031-32 Y5 Term
All Students (Schoolwide)	4.9%	<5%	<5%	<5%	<5%	<5%
English Learner Students	5.5%	5%	<5%	<5%	<5%	<5%

Socioeconomically Disadvantaged Students	5.3%	5%	<5%	<5%	<5%	<5%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	5.3%	5%	<5%	<5%	<5%	<5%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #8: Maintain Suspension Rates <1%, as outlined below in the table.

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	2027-28 Y1 Term	2028-29 Y2 Term	2029-30 Y3 Term	2030-31 Y4 Term	2031-32 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 Students	*	*	*	*	*	*

Outcome #9: Maintain Expulsion Rate <1%, as outlined below in the table.

Metric/Method for Measuring:
CALPADS,
Source: Dataquest report

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

APPLICABLE STUDENT GROUPS	Baseline	2027-28 Y1 Term	2028-29 Y2 Term	2029-30 Y3 Term	2030-31 Y4 Term	2031-32 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 #10: Ensure all students are participating in a broad course of study, as outlined below in the table.

Metric/Method for Measuring:
Metric: Percentage of students participating in an enrichment course (Broad Course of Study)
Source: CALPADS & Master Schedule

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

APPLICABLE STUDENT GROUPS	Baseline	2027-28 Y1 Term	2028-29 Y2 Term	2029-30 Y3 Term	2030-31 Y4 Term	2031-32 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), as outlined below in the table.
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	2027-28 Y1 Term	2028-29 Y2 Term	2029-30 Y3 Term	2030-31 Y4 Term	2031-32 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	*	*	*	*	*	*

LCFF STATE PRIORITIES
Charter Term Commencing July 1, 2027

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:

☒ 1 ☐ 4 ☐ 7
☒ 2 ☐ 5 ☐ 8
☐ 3 ☐ 6

Local Priorities:

☒: Priority 1
☒: Priority 2

Specific Annual Actions to Achieve Goal

Collaborative and Distributed Leadership

- Cultivate a collaborative leadership structure through the Instructional Leadership Team (ILT) that engages educators, staff, and administrators in shared decision-making and continuous improvement.
- Use the annual needs assessment and student data to guide decisions on scheduling dedicated instructional time, hiring and assigning staff, directing professional development, and targeting funding (including CCSPP and LREBG funds) toward the actions most likely to improve outcomes.
- Build capacity among educators and the Instructional Leadership Team using CCSPP-funded instructional coaches and comprehensive professional development, fostering distributed leadership and collective ownership of school improvement.

Teacher Credentialing, Recruitment, and Appropriate Assignment (Outcome #1)

- Actively monitor teacher credentialing status and appropriate assignment, using the annual Teacher Assignment Monitoring Outcome (TAMO) data reported through the California School Dashboard (Priority 1).
- Support teachers pursuing credentialing pathways, recognizing that the current 69.2% fully credentialed rate is a contributing factor to inconsistent instructional implementation.
- Sustain targeted recruitment efforts to attract fully credentialed teachers, particularly in priority instructional areas such as ELA, ELD, and special education.
- Provide intentional onboarding for new and non-fully-credentialed teachers in the approved curriculum and instructional frameworks to ensure consistent, standards-aligned implementation.

Professional Development for Standards-Aligned Instruction (Outcomes #1 and #3)

- Provide targeted, sustained professional development in the Science of Reading, the myView ELA curriculum, conceptual mathematics teaching, Designated and Integrated ELD, MTSS implementation, differentiation strategies, and standards-aligned STEAM instruction.
- Deliver professional development through a combination of full-staff sessions, grade-level cohort training, and individualized coaching, with intentional attention to onboarding new teachers.
- Build collective expertise aligned to the California State Academic Standards (Common Core State Standards for ELA and Mathematics, the Next Generation Science Standards, and the ELD Standards).

Instructional Coaching and Continuous Improvement (Outcomes #1 and #3)

- Expand and formalize instructional coaching in ELA, mathematics, and ELD, including classroom observation, modeling, co-planning, and reflective feedback conversations aligned to teacher growth goals.
- Align coaching to the Charter School's Growth Cycle Reflection process to support ongoing teacher development and accountability.
- Calibrate instructional expectations across grade levels through coaching cycles and classroom walkthroughs to ensure consistent, high-quality practice.

Data-Driven Improvement and Professional Learning Communities (Outcome #3)

- Implement structured data inquiry cycles and grade-level Professional Learning Communities (PLCs): monthly schoolwide data sessions, bi-weekly grade-level data meetings, and weekly individual-student reviews.
- Use diagnostic, formative, and progress-monitoring data, including i-Ready results, to translate analysis into specific instructional adjustments at every level of the Charter School.

Access to Standards-Aligned Instructional Materials (Outcome #2)

- Ensure 100% of students, including Unduplicated Pupils, have access to high-quality, standards-aligned instructional materials (the myView ELA curriculum and the i-Ready Mathematics curriculum).
- Provide sufficient reading intervention materials and mathematics manipulatives and visual models to support intervention and conceptual instruction across all classrooms.
- Maintain an annual curriculum and textbook inventory and report instructional-materials sufficiency through the School Accountability Report Card (SARC).

Implementation of the State Academic Standards (Outcome #3)

- Implement the California State Academic Standards across all content areas, including the Common Core State Standards for ELA and Mathematics, the Next Generation Science Standards, the ELD Standards, and standards-aligned STEAM instruction.
- Complete the annual Priority 2 Self-Reflection Tool to measure standards-implementation progress on the Local Indicators Report, advancing from initial implementation toward full implementation and sustainability.
- Monitor standards implementation through classroom walkthroughs, lesson plan reviews, and grade-level collaboration to ensure fidelity and alignment to grade-level standards.

Expected Annual Measurable Outcomes

Outcome #1: Vista Horizon Global Academy will ensure all teachers are appropriately credentialed and assigned, as outlined below in the table.

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	2027-28 Y1 Term	2028-29 Y2 Term	2029-30 Y3 Term	2030-31 Y4 Term	2031-32 Y5 Term
All Students (Schoolwide)	69.2%	85%	90%	95%	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 Horizon Global Academy will ensure all students (including Unduplicated Pupils) have access to standards aligned materials, as outlined below in the table.
Metric/Method for Measuring:
Curriculum/Textbook inventory
Source: SARC

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

APPLICABLE STUDENT GROUPS	Baseline	2027-28 Y1 Term	2028-29 Y2 Term	2029-30 Y3 Term	2030-31 Y4 Term	2031-32 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 Students	*	*	*	*	*	*

Outcome #3: Ensure implementation of the State Academic Standards as measured annually on the Local Indicators Report (CDE template), as outlined below in the table
Metric/Method for Measuring:
Rating Scale:
1 - Exploration & Research Phase;
2 – Beginning Development;
3 – Initial Implementation;
4 – Full Implementation;
5 - Full Implementation & Sustainability

Source: Priority 2 Self Reflection Tool - Local Indicator CA School Dashboard)

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

APPLICABLE STUDENT GROUPS	Baseline	2027-28 Y1 Term	2028-29 Y2 Term	2029-30 Y3 Term	2030-31 Y4 Term	2031-32 Y5 Term
All Students (Schoolwide)	5	5	5	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

LCFF STATE PRIORITIES
Charter Term Commencing July 1, 2027

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:

☒ 1 ☐ 4 ☐ 7
☐ 2 ☐ 5 ☐ 8
☒ 3 ☒ 6

Local Priorities:

☒: Priority 1
☒: Priority 3
☒: Priority 6

Specific Annual Actions to Achieve Goal

Community Schools Framework and Partnerships

- Implement the four pillars of the California Community Schools Framework, supported by the California Community Schools Partnership Program (CCSPP) Implementation Grant, to build an integrated network of family and community support.
- Sustain partnerships with community-based organizations through the Community Schools Coordinator to connect families to counseling, housing assistance, food, and health resources.
- Intentionally include families representing Unduplicated Pupils and Students with Disabilities in decision-making and program participation.

Family Governance and Decision-Making

- Establish and maintain the English Language Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), and English Learner Parent Advisory Committee (EL-PAC) per California Education Code 52062(a)(2).
- Form the Parent Advisory Committee (PAC) as required by California Education Code 52062(a)(1) to provide input on the Charter School's LCAP and programs.
- Convene the 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.

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.

Home Visits and Relationship Building
- Conduct home visits using evidence-based, culturally responsive practices (Parent-Teacher Home Visit training) to strengthen school-home relationships and celebrate student progress.
- Sustain daily positive engagement with students and families through the Greeting Team.

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.

Clean and Safe Facilities
- Maintain clean and safe facilities through routine maintenance and custodial systems to achieve a "Good" or "Exemplary" rating on the annual Facilities Inspection Tool (FIT).

Measuring Safety and School Connectedness
- Administer annual student, parent, and staff surveys measuring sense of safety and school connectedness, targeting greater than 90%.
- Use survey results to inform improvements, and strengthen student connectedness through daily SEL instruction and the Way of Council practice.

Expected Annual Measurable Outcomes

Outcome #1: Vista Horizon Global Academy will maintain clean & safe facilities as measured by an overall score of "Good" or "Exemplary" on the Facilities Inspection Tool ("FIT"), as outlined below in the table.

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	2027-28 Y1 Term	2028-29 Y2 Term	2029-30 Y3 Term	2030-31 Y4 Term	2031-32 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"), as outlined below in the table. (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	2027-28 Y1 Term	2028-29 Y2 Term	2029-30 Y3 Term	2030-31 Y4 Term	2031-32 Y5 Term
All Students (Schoolwide)	5	5	5	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 #3: Increase and solicit parent participation in programs at the Charter School, including families representing Unduplicated Pupils and Students with Disabilities, as outlined below in the table. (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	2027-28 Y1 Term	2028-29 Y2 Term	2029-30 Y3 Term	2030-31 Y4 Term	2031-32 Y5 Term
All Students (Schoolwide)	5	5	5	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, as outlined below in the table. (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	2027-28 Y1 Term	2028-29 Y2 Term	2029-30 Y3 Term	2030-31 Y4 Term	2031-32 Y5 Term
All Students (Schoolwide)	92%/89%	90%	91%	92%	93%	94%
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, as outlined below in the table.

Metric/Method for Measuring:
Annual parent survey: % Sense of safety; and % School connectedness

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

APPLICABLE PARENT GROUPS	Baseline	2027-28 Y1 Term	2028-29 Y2 Term	2029-30 Y3 Term	2030-31 Y4 Term	2031-32 Y5 Term
All Parents (Schoolwide)	100%/100%	90%	91%	92%	93%	94%

Outcome #6: Maintain overall percentage of staff who feel a sense of safety and school connectedness, as outlined below in the table.

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 STAFF GROUPS	Baseline	2027-28 Y1 Term	2028-29 Y2 Term	2029-30 Y3 Term	2030-31 Y4 Term	2031-32 Y5 Term
All Staff (Schoolwide)	100%/100%	90%	91%	92%	93%	94%

Instructional Design

The Charter 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 is a key feature of our program and serves as a core instructional strategy, connecting academic content to authentic real-world challenges and increasing relevance through meaningful, student-centered inquiry. As a global academy, our students engage in real-world investigation and problem solving to make an impact while developing global competencies. 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. It also elevates the commitment to the global competencies which provide a framework for class projects.

Kagan Cooperative Learning Structures are also a key feature of our program. Teachers structure cooperative learning opportunities so students can communicate ideas and work with others while developing global competencies. 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 Horizon Global Academy operates as a traditional site-based school with innovative programming that transforms the conventional educational experience. VHGA'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).

VHGA's physical learning environment includes specialized spaces 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 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 Horizon Global Academy is rigorously aligned with State Standards. The Charter School utilizes research-based curriculum materials including SAVAAS 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 supported by a subscription to Scholastic News 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.

Specialized music and dance instruction take place at all levels ensuring students have a well-rounded program.

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.

Vista Horizon 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.

Mission Alignment: The educational program demonstrates strong alignment to Vista Horizon'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 Charter 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 Charter 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 Charter School's commitment to developing students who understand their role in creating positive change.

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

Data-driven instruction forms the foundation of the Charter 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 Charter School's commitment to continuous improvement ensures that assessment data informs program effectiveness and improves 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.

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 California (K-5) by Curriculum Associates	The Classroom Mathematics comprehensive mathematics program by Curriculum Associates combines diagnostic assessment with personalized instruction. After students complete the i-Ready Diagnostic, the system creates individualized lesson 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	
Scholastic News	Scholastic News is 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.
English Language Development (ELD)	
Language Awareness Handbook in alignment with SAVVAS myPerspectives ELA Curriculum	Language Awareness Handbook is aligned with the myView ELA Savvas curriculum. Curriculum and lessons prioritize language development through foundational skills, academic vocabulary, language conventions, spelling, and other targeted language practices.
Physical Education & Electives	

Celebration of Diversity: Multicultural Experience through the Art of Dance	Celebration of Diversity: Multicultural Experience through the Art of Dance outlines K-5th grade the Development of Motor Skills and Technical Expertise, Rhythmic skills and cardiovascular endurance preparing students to achieve on the fitness test. Students explore dance from around the world building on our portrait of a graduate global competencies while improving their fitness levels.
Weekly Art Class	VHGA's arts curriculum is a structured year-long educational plan that introduces young students to visual arts through scaffolded, age-appropriate projects focused on the elements and principles of design and with a global lens. The arts curriculum includes the elements of art such as lines, shapes, principles of design, media exploration (i.e. crayons, paint, clay) and art history and cultural connections.
Weekly Music Class	**Kindergarten - Grade 2:** Focuses on foundational awareness of contrasts (high/low, loud/soft, fast/slow), steady beat, unpitched percussion exploration, and response through movement, song and cultural exploration. **Grades 3-4:** Emphasizes reading basic notation, expanding rhythmic patterns, exploring melody and harmony, and interpreting expressive elements through cultural exploration. **Grade 5:** Focuses on applying evaluation criteria to personal and ensemble performances, reading basic scores, recognizing scale structures (major/minor), and understanding historical or cultural contexts of varied repertoires.
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.

Independent Study: VHGA will offer independent study based on student need and family/guardian request in accordance with the VCPS Independent Study Policy and applicable law. A signed Written Learning Agreement between the student, parent/guardian, certificated employee, and all other persons who have direct assistance to the student with the required components, will be on file for each Independent Study student.

Transitional Kindergarten

Vista Horizon incorporates a strong transitional kindergarten (TK) program with curriculum aligned to the California Preschool Learning Foundations (Foundations) developed by the California Department of Education, (Senate Bill (SB) 858 (Chapter 32, Statutes of 2014)). Students in TK are integrated in Kindergarten classrooms. The TK program uses the same curriculum as our kindergarten program, but pacing and instructional delivery will be monitored through data-driven differentiation based on student needs, including slower pacing than the K students. We employ strong practices in early childhood development like language development, fine and gross motor development, and a foundational background in mathematics, science and social studies. The TK program complies with the legal mandates regarding the classroom size, teacher qualifications and adult to student ratio as set forth in Education Code Section 48000(g).

Teachers first assigned to a TK classroom after July 1, 2015, must have been issued at least one credential by the Commission on Teacher Credentialing (CTC), and shall have one of the following:

- At least 24 units in early childhood education, or childhood development, or both; or
- As determined by the LEA [Charter School] employing the teacher, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described above
- A child development permit issued by the CTC

Academic Calendar and Schedules

Instructional Calendar



VHGA 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 Charter 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 Charter 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.

Regular Schedule: Monday to Thursday					
Time	**Activity**				**Length**
	Monday	**Tuesday**	**Wednesday**	**Thursday**	
8:05–9:30	ELA	ELA	ELA	ELA	85 min
9:30–9:50	Recess	Recess	Recess	Recess	20 min
9:50–11:00	Math	Math	Math	Math	70 min
11:00-11:30	Designated ELD	Designated ELD	Designated ELD	Designated ELD	30 min
11:30–11:50	Lunch – Eat	Lunch – Eat	Lunch – Eat	Lunch – Eat	20 min
11:50–12:10	Lunch – Play	Lunch – Play	Lunch – Play	Lunch – Play	20 min
12:10–1:30	Science	Science	Science	Science	40 min
1:30-2:10	Social Studies	Social Studies	Social Studies	Social Studies	40 min
2:10-2:45	Dance	Music	Dance	Music	35 min
2:45–6:00	After School Program			**Total**	340 min

Early Release / Minimum Day (Friday)		
Time	**Activity**	**Length**
8:05–9:30	ELA	80 min
9:30–9:50	Recess	20 min
9:50–11:00	Math	70 min
11:00-11:30	Designated ELD	30 min
11:30–11:50	Lunch – Eat	20 min
11:50–12:10	Lunch – Play	20 min
12:10–1:00	Art	50 min
1:00–6:00	After School Program	235 Total

Instructional Minutes

Vista Horizon 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	340	38	235	0	0	0	0	180	36000	57210	21210
K	Yes	142	340	38	235	0	0	0	0	180	36000	57210	21210
1	Yes	142	340	38	235	0	0	0	0	180	50400	57210	6810
2	Yes	142	340	38	235	0	0	0	0	180	50400	57210	6810
3	Yes	142	340	38	235	0	0	0	0	180	50400	57210	6810
4	Yes	142	340	38	235	0	0	0	0	180	54000	57210	3210
5	Yes	142	340	38	235	0	0	0	0	180	54000	57210	3210

Professional Development

Foundation and Philosophy: Vista Horizon 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 Charter 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. The principal, Vista instructional coaches, ELD coordinator, Director of Instruction and the Assistant Superintendent of Education all share in the delivery of professional development responsive to the staff needs, requests and identified with gaps in data. Vista Horizon 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: VHGA 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. VHGA partners closely with curriculum providers and educational experts to deliver high-impact professional development not only to teachers but also to school leaders 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 Horizon 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 three to five days specifically designed for new teachers. This intensive preparation ensures that all educators begin the year with clear understanding of VHGA'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 VHGA 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.
- **Coaching and Observation:** 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 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 VHGA's three signature practices while building capacity for effective instruction that engages all students and promotes academic achievement.

Three Signature Practices
VHGA’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 Horizon, 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 Horizon, 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**:** VHGA 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 the 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. Similar to the Way of Council comprehensive system of support, Vista provides regular professional development aligned to the global competencies in partnership with California Global Education Project-The Jacobs Institute for Innovation in Education, University of San Diego. Also, there is a Global Teacher Leader Network that meets monthly supporting the development and execution of global practices across all Vista schools.

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 VHGA 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 VHGA 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 are participating on the Vista AI/Cybersecurity task force. This tech leader group attends conferences, discusses technology practices, pilots new programs and helps to shape the Charter School policy.

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

- **All Vista Days:** VHGA 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, Global Competency trainings, 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, dance, and

PE classes. Weekly unit planning sessions are held with each grade level facilitated by instructional coaches to deepen the teaching practices and increase rigor supporting student achievement. 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 Charter 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 VHGA, instructional rounds are conducted yearly as a school community and, as needed, by grade-level teams.

Teacher Growth and Self-Analysis Framework

VHGA 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 VHGA. 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

VHGA's formal evaluation process is based on 4 stages: Reflect, Plan/Implement, Analyze Data/Reflect, and Present Learning:

- Reflect - Teachers review Danielson Framework Cluster and identify an area of strength and an area of growth. Teachers also choose a Focus Cluster and identify current rating and indicators, along with indicators for improvement.
- Plan/Implement - Teachers determine a yearly goal, set quarterly benchmarks, and identify strategies for implementation. Teachers also develop a plan to gather evidence and determine which data will be collected.
- Analyze Data/Reflect - Teachers analyze effectiveness of strategies, review their data and evidence, and determine the effectiveness of their plan. Teachers also apply new knowledge, and plan and adjust next steps based on data. Lastly, teachers create end-of-year goals and benchmarks.
- Present Learning – Teachers present their learning with their administrator, re-evaluate themselves using the Danielson rubric, and share evidence of indicators.

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. VHGA 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 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.

VHGA recruits highly qualified credentialed teachers through job postings on Edjoin, as well as through participation in job fairs and partnerships with teacher preparation programs at local colleges and universities. Through the teacher recruitment and interview process, prospective candidates are asked to review portions of VHGA's charter petition, as well as other reading materials related to VHGA's educational program. VHGA seeks to hire highly qualified educators who have passion, experience, and expertise in educating for global competence, a key feature to VHGA's program.

Meeting the Needs of All Students

Supporting Students Through MTSS

Vista Horizon 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.

VHGA embraces a comprehensive approach to student success, grounded in the fundamental belief that all students can thrive when provided appropriate support and opportunities. This holistic approach extends into 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.

VHGA'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, VHGA 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 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 Charter 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 English Learners

Educational Program

Vista Horizon Global Academy believes that, for English learners to succeed, they must have a solid foundation in language and literacy. VHGA meets 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 implements policies to ensure proper placement, evaluation, and communication regarding English Learners and the rights of students and parents. Over 60% of our student body are 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 implement research-based instructional

programs and strategies to meet the specific needs of English Learners. Our ELD program meets all applicable federal and state requirements for services to English Learners. Additionally, our program addresses the process for student identification, curriculum, assessments, reporting, and re-designation as well as professional development and teacher qualifications for working with English Learners.

All English Learners are placed in the Mainstream English Program (Structured English Immersion Program). English Learners are supported through a combination of modified instruction, additional academic support, and targeted intervention programs as needed.

VHGA offers students both Designated and Integrated ELD, which gives them access to grade level academic content standards by authorized teachers using district adopted-and-or district created supplementary program curriculum and materials. English Learners receive and are scheduled in designated ELD instruction until they have met reclassification criteria.

VHGA promotes the success of English Learners by valuing the home language as a critical resource and fostering a culture biliteracy.

Integrated ELD	VHGA offers a full immersion program to all students using an integrated model of ELD throughout core classes and student electives, where applicable. Teachers implement ELD strategies on an ongoing basis to provide primary language support for students still developing their English language proficiency. Although the instruction in these classes is in English, VHGA teachers recognize that their students are not fluent English speakers and adjust their instruction accordingly.
Designated ELD	VHGA offers targeted English instruction in the form of Designated English Language Development (ELD) classes that are provided and included for English Learners in school bell-schedule. Students receive academic support during class on an individual and small group basis based on the curriculum. Throughout the curriculum, teachers utilize researched-based strategies specific to the needs of various levels of English Learners.

All teachers at VHGA are all authorized to deliver services to English Learners. In addition, all Teaching Assistants are trained on providing ELD support in the classroom and during intervention. VHGA offers a variety of programs and resources to support English Language acquisition:

- Savvas Language Lab
- Savvas Language Awareness Handbook
- Kagan Cooperative Learning
- Kagan for English Learners
- One-to-One Technology
- Instructional Aids

- Push in/Pull out Intervention

Home Language Survey

The Charter School administers 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 are 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 Alternative ELPAC is offered for students on modified core curriculum.

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 is 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, is 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 is a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners is 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)
VHGA has 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 is responsible for advising VHGA on programs and services for English learners and on the development of the Charter School's Local Control and Accountability Plan (LCAP). English Learners 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 VHGA 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 Horizon 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 including high impact tutoring
- 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 in an online database system called ELLevation 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) and students at risk of becoming 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 research-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, in all grades served by the Charter School, 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	
	□ Annual ELPAC Scores *Overall annual ELPAC score of 4* □ Teacher Evaluation The teacher evaluates if the student will be successful in a Mainstream English Program based on a review of: • Report Card/Progress Monitoring Tool – Report card marks of C or equivalent or higher in ELA 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 typical growth or above on grade level iReady diagnostic 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 works closely with the ELD coordinator 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 includes learning and implementing core practices that foster academic language acquisition. These core practices will be used to define what the professional community at Vista Horizon Global Academy thinks, believes, and does to transform the Charter School experience for our English learners-- such as Kagan collaborative strategies and Way of Council.

Monitoring and Evaluation of Program Effectiveness

VHGA annually monitors and evaluates the effectiveness of its English Learner program to ensure that English learners are making progress toward English language proficiency and reclassification. Data will be reviewed at the individual student, classroom, grade-level, school-site, and district levels to identify trends, strengths, and areas for improvement.

- Annual progress on the English Language Proficiency Assessments for California (ELPAC), including growth in overall and domain scores.
- Performance and growth of English learner subgroups on the California Assessment of Student Performance and Progress (CAASPP) in English Language Arts for students in grades 3–5.
- Progress and growth of English learner subgroups on i-Ready Diagnostic assessments in reading and literacy for students in grades K–5.
- Academic indicators, including course grades, attendance, and other measures of student success.
- School-wide and grade-span Reclassification (RFEP) rates.
- Academic progress-monitoring of reclassified students for four years following reclassification to ensure continued success.

The results of the annual program evaluation will be reviewed by site and organizational leadership teams to evaluate and identify:

- Strengths and areas for improvement in the English Learner program.
- Inform decisions regarding curriculum, instructional materials, and supplemental supports.
- Determine professional learning priorities and coaching needs for staff.
- Adjust integrated and designated ELD instructional practices.
- Allocate resources and services to better meet the needs of English learners.
- Establish goals and action steps for continuous program improvement.

Through this continuous improvement process, VHGA ensures that its English Learner program remains responsive to student needs and promotes equitable access to language development and academic achievement for all English learners.

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.

VHGA 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 VHGA, 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 VHGA curricular programs emphasize student engagement and daily differentiation to meet diverse learning needs. The curriculum and programmatic choices at VHGA 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. All students receive differentiated instruction, which includes intentional supports and enrichment opportunities for high achieving or gifted students.

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. Teachers are responsible for monitoring the progress of high-achieving and gifted students during regular classroom instruction. Students are encouraged to articulate their own academic needs and aspirations as integral components in developing their personalized learning plans and student portfolios.

VHGA 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 Charter 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, VHGA 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. The Principal or designee is the on-site contact for parents regarding gifted and talented education.

Plan for Students Who Are Academically Low-Achieving

Vista Horizon 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 Charter School creates these optimal learning conditions through classroom and school environments that are emotionally safe and developmentally appropriate. Similar to the practices for high achieving students VHGA employs a thorough program that identifies students in need, offers multiple tiers of support, engages parent collaboration and monitors overall progress.

Assessment and Identification

Vista Horizon 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

VHGA 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 Horizon 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. VHGA 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. Together teacher-parent teams work to create plans to support student progress.

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.

VHGA 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 VHGA 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 Students identified as - Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged Students

Identification and Data Collection: VHGA'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 Charter 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 Horizon 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

As discussed above, VHGA's enrollment process serves as our primary method for collecting data on student groups such as foster youth and students experiencing homelessness. These students are also identified through teacher referrals. VHGA'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: VHGA 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 VHGA'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, VHGA 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.

Element 2 – Measurable Pupil Outcomes and

Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured

"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 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." (Ed. Code § 47605(c)(5)(B).)

"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." (Ed. Code § 47605(c)(5)(C).)

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(d)(1), 60605.)

Charter School shall comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School. Upon request, Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

Measurable Goals of the Educational Program

Vista Horizon Global Academy's annual goals for all pupils (i.e., schoolwide) and for each pupil student group identified pursuant to Education Code Section 52052, for each of the eight (8) state

priorities identified in Education Code Section 52060(d), and pursuant to Education Code Section 47605(c)(5)(A)(ii), and specific annual actions to achieve those goals are in the completed “LCFF State Priorities” Table provided in Element 1 of this petition which meets the above requirements.

Measurable Pupil Outcomes: Summative Assessment Performance Targets

See Element 1, "LCFF State Priorities" Chart that identifies and describes specific performance targets (pupil outcomes), for all pupils (i.e., all students) and for each significant pupil group identified pursuant to Education Code Section 52052, that aligns with the eight (8) state priorities identified in Education Code Section 52060(d). The LCFF State Priorities Chart in Element 1, incorporates all of the specific metrics set forth in Education Code section 52060(d) that are applicable to the grade levels served by the Charter School. Therefore, the completed LCFF State Priorities” Chart provided in Element 1 meets this requirement and can be incorporated herein by reference.

Other Performance Targets

See “LCFF State Priorities” chart in Element 1.

Vista Horizon 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, as mandated by Education Code Section 47605(b)(5)(C).

Methods for Measuring Student Progress

Vista Horizon 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 Reporting

VHGA'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.

VHGA uses the iReady Inform Diagnostic. It's administered 3 times a year in August, December and April and informs instruction, intervention and enrichment. Upon completion of diagnostic assessment, leaders and teachers analyze the data to identify different student groups for different purposes. Data is used to ensure that instruction supports and scaffolds learning in the general education classroom. Additionally, the data is used to inform intervention groups. Intervention takes place in push in and pull out services and diagnostic data is used to assign students to their instructional groupings. Additionally, data is monitored to support enrichment opportunities for students both in and out of the classroom. Data is reported to the board, in professional development, and is reported to the governing board for monitoring.

VHGA leverages multiple forms of data to improve programs and operations. Stakeholder surveys are administered 3 times a year. This survey goes out to students, staff and families and includes questions about culture and school operations. Additionally, school site leaders send out surveys on a regular basis for feedback on systems implemented. And staff also gets a survey from the Superintendent and Assistant Superintendent to inquire about topics such as Instructional Program and Staff Relations. The Superintendent reports this data to the governing board. Both leaders utilize data to create and monitor goals for ongoing improvement.

When students are meeting the academic standards, VHGA staff create plans for student monitoring. When students are not meeting the academic standards, VHGA staff create plans for targeted intervention. VHGA provides both push-in and pull-out intervention opportunities based on student need.

VHGA provides monthly data reports to VCPS leadership as well as the VCPS Board of Directors.

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 VHGA's annual School Accountability Report Card, ensuring transparency, accountability, and as part of our continuous schoolwide improvement cycle. In addition, VHGA informs stakeholders of the school's academic performance through Coffee with the Principal meetings, Parent Advisory Council (PAC) meetings, English Learner Advisory Council (ELAC) meetings, staff professional development meetings, and VCPS Board Meetings.

STUDENT INFORMATION SYSTEM

Vista Horizon 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 Charter 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 Horizon Global Academy (VHGA) complies with all state requirements for administering state-mandated tests, including computer-based assessments. The Charter School ensures that current and accurate data is submitted and maintained in the California Longitudinal Pupil Achievement Data System (CALPADS).
VHGA 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 (ELPAC) for English learners in grades TK-5

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

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
Interim Assessments Blocks: CAST	3-5	Formative 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

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 (MTSS)
- 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. Teachers take data from formative assessments and adjust their lesson plans to address student needs and misunderstandings.

Portfolio Assessments & Student-Led Conferences

Vista Horizon 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.

VHGA 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 the first and second trimester, 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.

GRADING, PROGRESS REPORTING, PROMOTION AND RETENTION

Grading

VHGA's grading system for students aligns with the principles of Mastery Grading - evaluating students' levels of mastery on a 4 point scale. Below is what defines the points:

Points	4	3	2	1

Title	Advanced/Exceeds Proficiency	Proficient/Meets Standards	Developing/Approaching Proficiency	Beginning/Not Yet Making Progress
Description	Exceeds grade-level expectations and can apply learned skills to new or complex situations with original insight. For example, they might be able to teach the concept to others.	The student consistently meets grade-level expectations and can apply learned skills to complex ideas in familiar situations. This is often considered the target level for mastery.	The student demonstrates partial understanding and needs more practice or support to reach the standard. They may be able to perform foundational skills but struggle with more complex processes.	The student is just starting to develop an understanding of the standard and requires significant support. They have little to no understanding of the concept.

0: No Evidence: The student has made no attempt or there is insufficient evidence to assess their performance on the standard.

Using mastery grading as a system of practice means that when students demonstrate mastery previous grades get replaced and prior poor performance won't count against their final grade.

Report Cards and Reporting Periods

VHGA is committed to ensuring all students succeed and are given every opportunity to excel academically.

VHGA 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
  - IEP Progress Reports will be sent home each grading 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
  - VHGA 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 Charter 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 Board of Directors for 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

"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." **(Ed. Code § 47605(c)(5)(D))**

GENERAL PROVISIONS

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall not be operated as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. (Ed. Code § 47604.)

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall comply with the Ralph M. Brown Act ("Brown Act"). All meetings of the Charter School's governing board shall be called, held and conducted in accordance with the terms and provisions of Education Code section 47604.1 and the Brown Act including, but not limited to, those related to meeting access and recording, notice, agenda preparation, posting and reporting.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School's website will satisfy this requirement.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(c).

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

Charter School shall comply with the Brown Act and the California Public Records Act.

The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code section 47604.1.

Charter School shall comply with the Political Reform Act of 1974. (Gov. Code § 81000 et seq.)

Charter School and all employees and representatives of Charter School, including members of Charter School's governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

Charter School 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 of the Rehabilitation Act of 1973 ("Section 504"), including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all of its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School 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.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of California Code of Regulations, title 5, section 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

RESPONDING TO INQUIRIES

Charter School, including its nonprofit corporation shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter School, including but not limited to its nonprofit corporation, is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School's public funds shall be subject to all necessary and appropriate District charter school oversight.

NOTIFICATION OF THE DISTRICT

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068 and all student confidentiality and privacy laws including compliance with the Family Educational Rights and Privacy Act (FERPA). Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter

School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

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

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

Governance Structure

General Provisions

Vista Horizon 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.

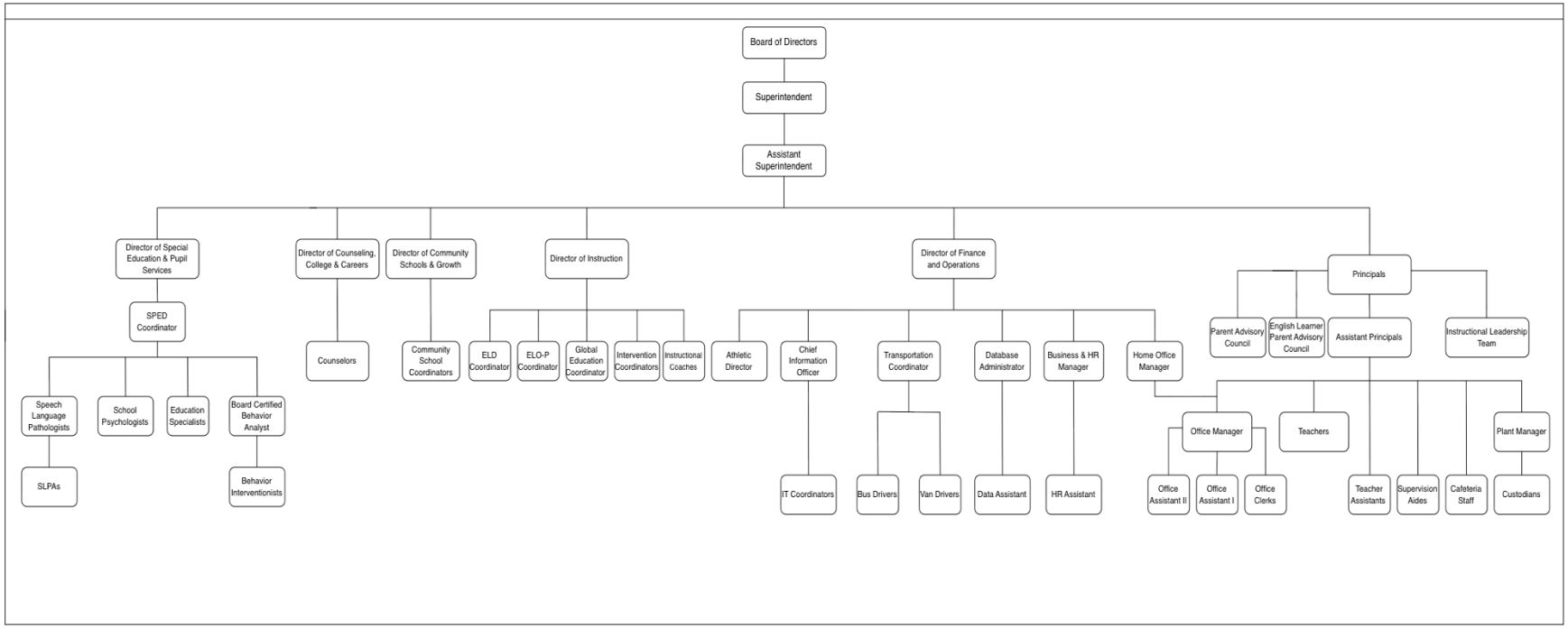
Vista Horizon Global Academy operates autonomously from the LAUSD Board of Education, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between LAUSD and Vista Horizon Global Academy. Pursuant to California Education Code Section 47604(d),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

All employees and representatives of VHGA, 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.

VHGA 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.

Governance Structure

The organizational chart below depicts Vista Charter Public School's leadership structure. The following organizational chart shows the relationship among the VCPS Board of Directors, central office leadership, school-site leadership, and school-site staff.


Board of Directors
Superintendent
Assistant SuperIntendent
Director of Special Education & Pupil Services
SPED Coordinator
Speech Language Pathologists
SLPAs
School Psychologists
Education Specialists
Board Certified Behavior Analyst
Behavior Interventionists
Director of Counseling, College & Careers
Counselors
Director of Community Schools & Growth
Community School Coordinators
Director of Instruction
ELD Coordinator
ELO-P Coordinator
Global Education Coordinator
Intervention Coordinators
Instructional Coaches
Director of Finance and Operations
Athletic Director
Chief Information Officer
IT Coordinators
Transportation Coordinator
Bus Drivers
Van Drivers
Database Administrator
Data Assistant
Business & HR Manager
HR Assistant
Home Office Manager
Office Manager
Office Assistant II
Office Assistant I
Office Clerks
Principals
Parent Advisory Council
English Learner Parent Advisory Council
Assistant Principals
Teachers
Teacher Assistants
Instructional Leadership Team
Plant Manager
Supervision Aides
Cafeteria Staff
Custodians

Key Staff

Superintendent
The Superintendent has primary responsibility for the strategic development, implementation, and management of all aspects of school performance and operations for VHGA and other VCPS charter schools. The Superintendent oversees and evaluates the Charter 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 fosters a collaborative and stimulating community culture for a diverse group of stakeholders including students, parents, faculty members, Board members and local leaders.

Assistant Superintendent
As a Leader within the Executive Team, the Assistant Superintendent leads and supports the implementation of the Vista's Signature Practices focusing on Educational Excellence and Innovation for Learning, Professional Development, Assessment, and Improved Student Achievement.

Director of Instruction
Under the direction of the Superintendent and Assistant Superintendent, the Director of Instruction plays a key leadership role in advancing the quality and effectiveness of VCPS instructional programs. This position supports curriculum development, faculty training, instructional design, and academic assessment to ensure an engaging and equitable learning experience for all learners. The Director of Instruction also collaborates closely with central office leadership, Principals, and instructional staff to drive innovation, support pedagogical best practices, and improve student outcomes.

Director of Special Education & Pupil Services
The Director of Special Education & Pupil Services coordinates services provided to students from VHGA and across all Vista Charter Public Schools school sites, in grades TK through 12. Programs include special education programs, health services, counseling services, school psychological services, school social work services, homeless and migrant student services, gifted education services.

Director of Counseling, College & Careers
The Director of Counseling, College & Careers promotes Vista's mission of creating a college-going culture by leveraging relationships within the local and national community to ensure that all students, including those with alternative educational needs have the means, opportunity and preparation to attend college. The Director of Counseling, College & Careers will support and lead the development of District-wide articulation plans that ensure equity and access to a rigorous course sequence for all students. The Director of Counseling, College & Careers is a management position that is accountable for assigned functions and activities related to career readiness for students.

Director of Community Schools & Growth
The Director of Community Schools and Growth is responsible for leading the efforts around the expansion and growth of the organization, focusing on real estate identification and acquisition for Vista. They evaluate new communities for consideration and act as a liaison between the organization and external parties to secure community support for growth. Additionally, they serve as a key thought partner to the Superintendent, Assistant Superintendent, and other members of the Leadership Team for branding, marketing, development, and expansion/growth. They lead the organization's facilities process, including property development, lease negotiations, renovations, and financing. The Director of Community Schools and Growth also oversees Vista's Community Schools programs, including the development and implementation of the community schools model by building partnerships, conducting needs assessments, and coordinating programs and resources.

Principal
The Principal has primary responsibility for the implementation and management of all aspects of the Charter School performance and operations for VHGA. Overseeing all aspects of the daily operations, the Principal fosters a collaborative and stimulating community culture for a diverse group of stakeholders, including students, parents, and faculty members. The principal has oversight of the academic administrator in the implementation of the instructional program and the academic goals of the Charter 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

Governing Board Composition and Member Selection

Vista Charter Public Schools Board of Directors (also referred to herein as "Board of Directors" or "Board"), 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 VHGA in a manner that enables the Charter School to achieve its mission as stated in its charter.

The Board's role is one of oversight of the Charter School's management, specifically, oversight and management of the Superintendent who has oversight of the Principal.

The officers of Vista Charter Public Schools 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 Horizon Global Academy including, but not limited to, the following:

1. **Oversight of the Charter 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 its charter 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 Charter 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 Charter School in fundraising, and in the Charter 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 Charter 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 Charter School. The Superintendent oversees the Charter 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 LAUSD 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.

Vista Charter Public Schools' Board of Directors

Board Member Name	Position	Term	Professional Expertise
Miles Durfee	Board President	Expires 6/30/2028	Charter Schools, Facilities, Advocacy
Michael Hoover	Board Vice President	Expires 6/30/2028	Charter Schools (Administration and School Culture)
Ismael Soto	Board Treasurer	Expires 6/30/2028	Parent and Community Engagement, Fundraising, Grants
Geronimo Gaytan	Board Member	Expires 6/30/2028	Charter School Parent, Advocacy, Technology
Sarwat Chowdhury	Board Member	Expires 6/30/2027	Higher Education, Global Education

Board Member Selection

Board members shall be selected at an annual meeting of the Board of Directors or if there is a vacancy on the Board. Board members shall hold office for 2 year terms, as outlined in the VCPS 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 Superintendent presents Board Candidates to the VCPS Board of Directors at a public Board Meeting. At that point, Board Members are able to ask questions of the Board Candidate. Then, at a subsequent Board Meeting, the VCPS Board of Directors votes on the appointment of the Board Candidate.

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.

Governance Procedures and Operations

Consistent with Education Code Section 47605.1(c)(4)(A), VCPS Board meetings shall take place at the VCPS Board Room located at 601 North Fairview Street, Santa Ana, CA 92703. 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)
- Conflicts of Interest
- Public School Finance (AB 640)
- California School Dashboard
- School budget and compliance
- Reading and understanding financial reports
- Roles and responsibilities of Board members and school staff

Stakeholder Involvement

VHGA 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, VHGA 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. VHGA engages stakeholders in this process through settings such as Coffee with the Principal for parents, professional development meetings for staff, and focus groups for students. During this professional development meetings, staff have the opportunity to provide feedback to the Principal on relevant school governance items, such as schedules, academic and behavioral intervention procedures, curricular items, instructional coaching and professional development needs, and assessment practices. In addition, VHGA administers stakeholder surveys to students, parents, and staff three times per year. VHGA also utilizes its website to support stakeholder involvement by posting and sharing relevant school information, including but not limited to school news and announcements, school calendar and bell schedule, and school policies and procedures.

Parent Advisory Committee (PAC) Consultation

VHGA 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 VHGA'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

VHGA 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

VHGA maintains a dedicated English Learner Parent Advisory Committee (also referred to herein as "EL-PAC") to ensure that the unique needs and perspectives of English Learner families are meaningfully incorporated into LCAP planning and implementation. Pursuant to Education Code sections 52062(a)(2), 52063(b)(1), and 64001(j), since VHGA utilizes its LCAP as its School Plan for Student Achievement (SPSA), VHGA is required to establish an EL-PAC when VHGA enrolls at least 50 English learner pupils and English learners constitute at least 15 percent of its total enrollment. VHGA intends to combine its English Learner Advisory Committee with its EL-PAC 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.

EL-PAC 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
VHGA ensures that EL-PAC 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
VHGA 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 for Student Achievement, 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
VHGA'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, VHGA 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 VHGA'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, VHGA 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 Charter School's Title I Parent and Family Engagement Policy.
- Needs Assessment Integration: Stakeholder input through PAC, EL-PAC, 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 (also referred to herein as "ELAC"). VHGA 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, 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 Education Code Section 64001(j)), the ELAC works with the Charter School's governance structure to:

- Advise on English learner programs and services
- Provide input on the Charter 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. VHGA hosts monthly Coffee with the Principal meetings and may hold additional meetings, 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

VHGA 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

VHGA 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 VHGA'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 VHGA'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

Parents will be provided many opportunities for volunteering at VHGA, if they choose to do so. Parents will be welcomed if they wish to provide service to the Charter 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

"The qualifications to be met by individuals to be employed by the charter school." **(Ed. Code § 47605(c)(5)(E).)**

EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School 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 but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Employee Positions and Qualifications

Staff Member Selection

Vista Horizon 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. VHGA 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 VHGA of the job offer. VHGA 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.

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

VHGA will recruit personnel who believe in the vision and mission of the Charter 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 VHGA. VHGA 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

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

Job Descriptions: Key Staff

Superintendent (Certificated)

Job Description: The Superintendent’s primary responsibility is the strategic development, implementation, and management of all aspects of the Charter School performance and operations including the administration of the Charter 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 partners.

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 making focused and well-informed decisions.
- Oversee Student Recruitment
- Evaluate the on-site administrator (Principal)

External Responsibilities

- Oversee Budget development and school finance
- Oversee Audit Procedures
- Negotiate all service provider contracts; secure Board Approval as required
- Manage Legal matters (District/Authorizer, Personnel, Special Education, Insurance, etc.)
- Oversee maintenance of facilities
- Implement Charter advocacy & policy legislation
- Oversee PR-Media for VHGA
- Oversee Payroll
- Develop relationship with media to support strong, positive local presence in the community

Strategic Planning

- Provide support through WASC Accreditation processes
- 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

<u>Minimum Qualifications:</u>

- At least ten (10) years of increasing responsibility in teaching and administrative experiences in education
- Experience as a site principal and/or district-level leader experience preferred
- Knowledge of National, State, and local educational goals, initiatives, and objectives
- Experience supervising, evaluating, and supporting employees, certificated and classified
- Experience as a collaborative effective communicator (writing, speaking, listening) public speaker, facilitator, and presenter
- Knowledge and Experience using State Standards and formative and summative assessment systems
- Experience using data to inform curricular program decisions
- Ability to demonstrate knowledge and understanding of federal, state, and county laws pertaining to LCAP and charter schools
- Valid Clear Administrative Credential and Master's Degree required

- Recognized as a school administrator with high personal integrity and superior communication skills

Assistant Superintendent (Certificated)

Job Description: As a Leader within the Executive Team, the Assistant Superintendent leads and supports the implementation of the Vista's Signature Practices focusing on Educational Excellence and Innovation for Learning, Professional Development, Assessment, and Improved Student Achievement.

Responsibilities:

- Oversees the development of a clear vision for the Curriculum and Instruction department to work collaboratively and productively toward the achievement of Academic Excellence for students and in fulfillment of the District's Blueprint for Educational Excellence and Innovation, the LCAP, Board Goals, and the District's Vision, Mission, and Values.
- Ensures the implementation of the California Common Core State Standards.
- Ensures appropriate resources are provided to support the implementation of the Common Core State Standards.
- Ensures appropriate, high-quality professional development is offered to support certificated and classified efforts to ensure students are proficient in the Common Core State Standards.
- Supports a distinct culture of college and career preparedness.
- Supports student success through formative and summative assessment practices and programs that are in alignment with the Common Core State Standards.
- Prepares for and presents progress reports to the Board of Directors.
- Facilitates Task Force teams and report progress to the Board of Directors.
- Supports, through vision, resources, and professional development, enrichment programs, and intervention programs, including but not limited to Global Education, Mastery Learning, Reader's and Writer's Workshop, STEAM, Career Technical Education (CTE), Project-Based Learning, Way of Council, and Kagan Structures.
- Partners with universities and organizations that have been approved to collaborate with the District in support of learning initiatives.
- Visits school sites and classrooms, engaging with certificated and classified employees and students, on a regular basis.
- Supports the implementation of technology that improves student achievement.
- Develops and coordinates community partnerships that actively promote the District's vision, mission and values.
- Evaluates effectiveness of programs on a regular basis to ensure allocated resources and practices are resulting in student achievement.
- Oversees the development of LCAP.
- Oversees charter school compliance in the District pursuant to state law and Board Policy.
- Oversees and supports secondary schools with accreditation (WASC).

- Collaborates with the Back Office to ensure budgetary resources and highly qualified staff appropriately support student achievement.
- Oversees all after-school programs, including AM/PM, ASES, intersession, and summer school.
- Supports Site Administrators with recruitment and enrollment strategies.
- Performs other related duties as assigned by the Superintendent.

Minimum Qualifications:

- At least ten (10) years of increasing responsibility in teaching and administrative experiences in education
- Experience as a site principal and/or district-level leader experience preferred
- Knowledge of National, State, and local educational goals, initiatives, and objectives
- Experience supervising, evaluating, and supporting employees, certificated and classified
- Experience as a collaborative effective communicator (writing, speaking, listening) public speaker, facilitator, and presenter
- Knowledge and Experience using State Standards and formative and summative assessment systems
- Experience using data to inform curricular program decisions
- Ability to demonstrate knowledge and understanding of federal, state, and county laws pertaining to LCAP and charter schools
- Valid Clear Administrative Credential and Master's Degree required
- Recognized as a school administrator with high personal integrity and superior communication skills

Director of Instruction (Certificated)

Job Description: Under the direction of the Superintendent and Assistant Superintendent, the Director of Instruction plays a key leadership role in advancing the quality and effectiveness of VCPS instructional programs. This position supports curriculum development, faculty training, instructional design, and academic assessment to ensure an engaging and equitable learning experience for all learners. The Director of Instruction also collaborates closely with central office leadership, Principals, and instructional staff to drive innovation, support pedagogical best practices, and improve student outcomes.

Responsibilities:

1. Lead and support the design, implementation, and continuous improvement of instructional strategies and curriculum across programs.
2. Provide leadership and mentorship to instructors, including onboarding, ongoing professional development, and performance evaluation.
3. Collaborate with instructional designers and subject matter experts to ensure content is pedagogically sound and aligned with learning objectives.
4. Analyze student learning data and work with faculty to implement evidence-based instructional improvements.
5. Support initiatives related to academic integrity, accessibility, equity, and inclusive teaching practices.

6. Coordinate and contribute to faculty development programs, workshops, and instructional resources.
7. Assist in developing and maintaining instructional policies, procedures, and quality assurance processes.
8. Collaborate with assessment teams to align instruction with institutional learning outcomes and accreditation standards.
9. Stay current with research and trends in instructional methodologies, technology, and learning sciences.
10. Other related duties as assigned.

Minimum Qualifications:

- Master's degree in Education, Curriculum & Instruction, or a related field.
- Valid CA Teaching Credential and Administrative Services Credential
- Minimum of 8-10 years of experience in teaching, instructional design, or educational leadership.
- Demonstrated expertise in curriculum development, pedagogy, and faculty support.
- Strong project management and organizational skills.
- Excellent communication, collaboration, and problem-solving abilities.
- Experience using educational technology tools.
- Experience facilitating effective teacher professional development.
- Experience in leading effective instructional environments.
- Knowledge of California academic standards.

Director of Special Education & Pupil Services (Certificated)

Job Description: To coordinate services provided to students across multiple Vista Charter Public Schools school sites, in grades TK through 12. Programs include special education programs, health services, counseling services, school psychological services, school social work services, homeless and migrant student services, gifted education services.

Responsibilities:

- Plans for, directs, and supports professional and non- professional staff by developing, coordinating and ensuring implementation of effective system-wide special education programs, health services, counseling services, school psychological services, school social work services, homeless and migrant student services, gifted education services.
- In conjunction with building principals and department members, evaluates programs and supervises the revisions of pupil services programs and services to meet the ongoing needs of the organization.
- Monitors and ensures the district's compliance with students' special education rights. Stays up-to-date with and ensures changes are communicated regarding federal and state special education laws, regulations, standards, guidance, forms and related matters.
- Directs and supervises the placement of students with identified exceptionalities upon request or referral; determines the appropriate organization of special education services throughout the organization annually and makes recommendations for professional and nonprofessional special education staff assignments.

- Supervises the coordination with early intervention service providers, parents, and personnel to ensure all students transitioning to school-age receive appropriate supports and services as well as assists in providing transitional services for students completing special education programs.
- Determines staff needs; participates in the recruitment, screening, selection, assignments, and supervision of the special education staff; assists building principals in the evaluation of special education staff by providing, when appropriate, documentation of IEPs; and supervises pertinent in-service training.
- Participates in and contributes to org-wide curricular and administrative meetings; provides periodic updates legal issues in special education to appropriate administrative and instructional staff; facilitates staff participation in psychiatric staffing and treatment plan (mental health) meetings; works with department chairpersons to conduct meetings designed to promote efficient functioning of special education services; and serves as a member of the administrative team.
- Monitors new or amended legislation, regulations, and guidelines related to pupil services.
- Participates in and contributes to org-wide curricular and administrative meetings; provides periodic updates legal issues in pupil services to appropriate administrative and instructional staff; works with principals to conduct meetings designed to promote efficient functioning of special education services; and serves as a member of the administrative team.

Minimum Qualifications:

- Clear California Special Education teaching credential to teach children with moderate to severe and/or mild to moderate disabilities; or Related Service Provider License.
- 5+ years of successful special education experience;
- Leadership experience, including instructional coaching and leading team meetings, is preferred;
- Master's Degree with emphasis on specialized training in special education curriculum and instruction or related field is preferred
- Knowledge of special education laws and regulations; general education curriculum; alternative dispute methods and techniques; disabilities and appropriate curriculum; behavior management systems;
- Demonstrated success in teaching students from educationally underserved areas;
- Valid CA Administrative Credential or comparable out of state, transferable credential
- Bilingual, English/Spanish is highly desirable
- Experience with Kagan Cooperative Structures, Way of Council and Workshop Model a plus
- Excellent interpersonal, communication and writing skills

Director of Counseling, College & Careers (Certificated)

Job Description: The Director of Counseling, College & Careers promotes Vista's mission of creating a college-going culture by leveraging relationships within the local and national

community to ensure that all students, including those with alternative educational needs have the means, opportunity and preparation to attend college. The Director of Counseling, College & Careers will support and lead the development of District-wide articulation plans that ensure equity and access to a rigorous course sequence for all students. The Director of Counseling, College & Careers is a management position that is accountable for assigned functions and activities related to career readiness for students.

Responsibilities:

- Manage, develop, continuously monitor and improve Vista's college readiness programs and services.
- Develop short and long-range implementation plans designed to provide timely delivery of high quality services to students, families, sites and the community in support of college and career readiness.
- Developing and fostering relationships with colleges and universities.
- Communicate and collaborate with other administrators, counselors, district personnel and community-based organizations to coordinate activities and programs and exchange information.
- Coordinate professional development for K-12 staff involving topics such as college-going culture specifics and support for students and families in academic preparation, college application and locating financial aid for post-secondary education and training.
- Collaborate with community colleges in the implementation of any available grant funding.
- Work with staff at institutes of higher education to create and disseminate information for middle school and high school communities to build a college and career culture in schools.
- Develop resources and training to promote college and career readiness.
- Provide increased accountability by capturing and analyzing data to track student success and participation in the college-going culture, while increasing access to A-G college admission requirements and counseling to students and families.
- Collaborate, communicate, train and support counselors with implementation of the college and career readiness focus and initiatives.
- Supervise and apply for career educational programs related to grant funding for students (i.e. K-12 SWP, CTEIG).
- Oversee K-12 CTE Pathway development.
- Support Principals with implementation of PLTW programs and mastery-based learning programs.
- Maintain the District A-G course lists on the UC Doorways site.
- Oversee and maintain clearinghouse data for Vista alumni.
- Organize, facilitate and/or attend a variety of meetings; represent the district in collaborative/partnerships/task forces with a variety of stakeholders; i.e. institutions of higher education, business/industry partners and human services agencies.
- Write or assist in writing grants and applications for funding of assigned programs and support services.

- Support the development of a district-wide and local pathways roadmap that provides adult learners' access to support from High School Completion and General Education through Career Technical Education to local workforce opportunities.
- Support recruitment support to schools to highlight college and career-related programs.
- Perform other duties as assigned.

Minimum Qualifications:

- Valid California teaching credential or pupil personnel services credential.
- Valid California administrative credential.
- Bachelor's degree and five years of experience in program development or similar area.
- Master's degree preferred.
- Site based leadership experience preferred.
- Need to pass a TB test and background check at time of offer.
- Knowledge of philosophy and curriculum of school-to-career programs, current applicable laws, codes, regulations, policies and objectives.
- Knowledge of curriculum frameworks, interpersonal skills using tact, patience and courtesy, operation of a computer to enter and analyze data, maintain records and generate reports.
- Oral and written communication skills and the ability to effectively communicate with all college and career readiness stakeholder groups.
- Knowledge of the master scheduling process as it relates to equity.
- Ability to design efficient practices to ensure clearly articulated pathways to encourage and support college bound students.
- Ability to coordinate curriculum in accordance with District-wide articulation that engages teachers, administrators and partners to articulate students to post-secondary and workforce opportunities.
- Ability to develop and support long-term impactful partnerships.

Director of Community Schools & Growth (Classified)

Job Description: The Director of Community Schools and Growth is responsible for leading the efforts around the expansion and growth of the organization, focusing on real estate identification and acquisition for Vista. They evaluate new communities for consideration and act as a liaison between the organization and external parties to secure community support for growth. Additionally, they serve as a key thought partner to the Superintendent, Assistant Superintendent, and other members of the Leadership Team for branding, marketing, development, and expansion/growth. They lead the organization's facilities process, including property development, lease negotiations, renovations, and financing. The Director of Community Schools and Growth also oversees Vista's Community Schools programs, including the development and implementation of the community schools model by building partnerships, conducting needs assessments, and coordinating programs and resources.

Responsibilities:

Growth:

1. Oversee the Real Estate Development Process, managing developers, contractors, and architects for new building projects.
2. Collaborate with the Superintendent and senior leadership team to develop an expansion strategy and identify new locations.
3. Identify opportunities, including facility options, to support the organization's growth.
4. Assist the Superintendent in overseeing lease agreement negotiations.
5. Engage in advocacy and political activities to support the organization's goals.
6. Build relationships with regulatory agencies and charter authorizers, especially in new markets.
7. Conduct outreach and networking efforts to identify potential partners who align with the organization's mission and values, including foundations and charitable organizations.
8. Prepare and present expansion updates to the Board of Directors.

Development:

1. Explore options with the Superintendent and Leadership to enhance the physical layout/design of school site facilities, manage large capital improvements, and secure financing for projects.
2. Drive the philanthropy process, engaging sponsors, donors, and business partners to secure financial support for growth and expansion initiatives.
3. Build strong relationships with stakeholders to effectively communicate the organization's mission and vision, deepening ties with stakeholders.
4. Drive financial support towards key projects, programs, and developments through strategic partnerships, fundraising efforts, and fostering political relationships.
5. Help sustain the organization's growth trajectory by establishing long-term partnerships that benefit both the organization and its supporters, while assisting the Superintendent with donor relations.

Community Schools:

1. Partnership Development: Build and maintain relationships with a wide range of stakeholders, including schools, families, community agencies, and local organizations, to meet student and family needs.
2. Needs Assessment: Conduct comprehensive needs and asset assessments through data review, focus groups, and surveys to identify community and school needs.
3. Program Coordination: Oversee and coordinate the implementation of programs and services, such as wrap-around support, after-school programs, and health services, often involving multiple partners.
4. Resource and Funding Management: Secure financial support through grant writing, fundraising, and managing budgets to ensure the sustainability of community school initiatives.
5. Team and Network Leadership: Lead and facilitate school-based teams, and build and manage community school networks to foster collective leadership and action planning.
6. Oversight and Evaluation: Monitor and track program activities and progress, and evaluate the effectiveness of the community school model and partnerships.

<u>Minimum Qualifications:</u>

- Bachelor’s Degree required

- Master's degree preferred
- Bilingual in Spanish desirable
- At least 2 years of successful experience in real estate development
- At least 2 years of successful experience in community relations
- Excellent organizational skills and attention to detail
- Strong analytical and problem-solving skills
- Ability to communicate effectively (verbal and written)
- Must be computer literate and have extensive experience with: MS Office, Word & Excel, Google Suite
- Must have excellent management skills and a positive attitude
- Need to pass a TB test and background check at time of offer

Principal (Certificated)

Job Description: The Principal reports to the Superintendent and his/her primary responsibility is the strategic development, implementation, and management of all aspects of the Charter Schools' performance and operations. The Principal is passionate about the mission and commitments of VCPS and exhibits this through his/her leadership and execution of school culture, staff development, student rigor, and operational responsibilities. The Principal will foster a collaborative and stimulating community culture for a diverse group of stakeholders, including students, parents, faculty members, board members and community partners.

Responsibilities:
Staff Leadership & Development
The Principal will:

- Implement, motivate, lead, and mentor teachers to strengthen instructional practices and increase content expertise, performance, and rigor
- Provide teachers professional and instructional support.
- Review instructional documents
- Observe and provide feedback for classroom observations
- Design and review professional growth plan goals
- Facilitate weekly professional development/staff meetings.

Academic Rigor
The Principal will:

- Develop and implement a plan that will ensure high levels of student achievement for all students and includes: benchmarks, assessments, classroom data, parent and student feedback.
- Develop and implement a plan to address students who are struggling.
- Collaborate with others to use appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs.
- Provide individual student support by designing and evaluating student intervention plans, attending IEP's, 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 reflect in action that all students can achieve.
- Lead via assessing and developing processes for improving the VHGA school climate and culture.
- Develop a plan based on the vision of the desired culture of VHGA that will foster strong relationships and meet the needs of all stakeholders (students, parents, and teachers) as it pertains to the VHGA culture.
- Plan, facilitate, and attend school functions such as parent meetings, open house, parent teacher conferences, sporting events, fundraisers, etc.

Minimum Qualifications:

- 5 years teaching experience
- Proven record of improving urban schools by increasing student achievement
- A current California teaching credential. Master's degree, and an Administrative credential are desired
- At least 2 years of previous leadership experience (department chair, assistant principal, dean, etc.).
- Proven leadership and team building skills.
- Excellent interpersonal communication and writing skills.

Assistant Principal (Certificated)

Job Description: The Assistant Principal reports to the Principal and Superintendent. His/her primary responsibility is to aid the Principal in the strategic development, implementation, and management of all aspects of the Charter School's performance and operations. The Assistant Principal is passionate about the mission and commitments of VCPS and exhibits this through his/her leadership and execution of school culture, staff development, student rigor, and operational responsibilities. The Assistant Principal will help foster a collaborative and stimulating community culture for a diverse group of stakeholders, including students, parents, faculty members, board members and community partners.

Responsibilities:

- Implement, motivate, lead and mentor teachers to better instructional practices and increase content expertise to improve student performance and rigorous expectations.
- 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 facilitate weekly PD/staff meetings.
- 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.
- Collaborate with others to use appropriate data to establish rigorous, concrete goals for student achievement.

- Provide individual student support by designing and evaluating student intervention plans, attending IEP's and designing a process for measuring and monitoring individual student growth.
- 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.
- 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 Charter School.
- Plan, facilitate and attend school functions such as parent meetings, open house, parent teacher conferences, sporting events, fundraisers, etc.

Minimum Qualifications:

- 5 years 'teaching experience with a history of improving urban schools, increasing student achievement and demonstrating a passion for education reform.
- Must have a current California teaching credential.
- Master's degree & an Administrative credential preferred
- Previous leadership experience (e.g., department chair, assistant principal, dean).
- Proven leadership and team building skills.
- Detail-oriented, multi-tasking and problem-solving skills.

Transportation Coordinator (Classified)

Job Description: Under the direction of the Principal(s) he/she is serving and the Assistant Superintendent, the Transportation Coordinator assists in planning, organizing, and directing the operations of the VCPS' school transportation program. The Transportation Coordinator assists in direction of driver and bus related activities, maintains currently employed drivers with training, retraining, and behind the wheel instruction, is responsible for the dispatching and coordination of all transportation related activities for the district, and assists in supervision and coordination of all transportation related activities for the district.

Responsibilities:

- Prepares the bus routes and schedules after studying traffic conditions, pupil loads and other such pertinent factors.
- Supervises the assignment of drivers, field trips, coordinating these with regular routes.
- Rides with and trains regular, substitute, and prospective bus and van drivers.
- Rides with drivers and suggests improvements, if necessary.
- Works with principals on student behavior and bus stop problems, answers parent inquiries and complaints and gives information pertaining to the district's transportation of pupils.
- Assists in preparation of annual budget requests as they relate to transportation.
- Submits in a timely manner accurately prepared records, reports and information as requested.
- Supervises training of new transportation personnel.

- Communicates with staff and parents to provide route updates.
- Oversees and ensures all district vehicles are well maintained, clean, and receive service, as necessary.
- Schedules and facilitates 45-day inspections for applicable vehicles.
- Schedules and ensures compliance with CHP inspections.
- Maintains driver and vehicle records.
- Interviews and hires for driver positions.
- Other related duties as assigned.

Minimum Qualifications:

- B.A./B.S. degree preferred
- Prior experience working with students in a learning environment is preferred.
- Prior experience in school transportation, as a transport coordinator or a similar role preferred.
- Possess a valid Red Cross First Aid and CPR certification.
- Possess a valid California driver's license.
- Bilingual Spanish is preferred.
- Ability to gather data, prepare reports, coordinate activities and details, and maintain schedules of events.
- Excellent attention to detail.
- Ability to problem-solve.
- Excellent communication skills.
- Excellent organizational and time management skills.
- Computer literacy skills.

Expanded Learning Opportunities Program (ELO-P) Coordinator (Classified)

Job Description: The Expanded Learning Opportunities Program Coordinator serves as the central organizer and systems leader for Vista Charter Public Schools' Expanded Learning Opportunities Program and organization-wide student travel initiatives. This position ensures that expanded learning programming effectively supports student achievement, closes the opportunity and achievement gap, and aligns with the organization's academic priorities. The ELO-P Coordinator will work collaboratively with site leaders, after-school providers, instructional teams, and central office staff to design, monitor, and continuously improve high-quality programming beyond the traditional school day. In addition, this role will lead the development and implementation of a comprehensive, organization-wide student travel program that expands access to experiential learning aligned to Vista's mission and Global Competencies.

Responsibilities:

Expanded Learning Leadership

1. Serves as the central coordinator for all ELO-P programming across the organization.
2. Develops and maintains systems to ensure compliance with state ELO-P requirements, grant conditions, and reporting timelines.

3. Collaborates with site administrators and after-school providers to design high-quality programming aligned to student academic needs, with an emphasis on literacy and mathematics acceleration.
4. Uses student achievement data (iReady, ELPAC, CAASPP, grades, attendance, etc.) to inform programming decisions and ensure ELO-P supports students most impacted by learning gaps.
5. Establishes clear expectations, implementation benchmarks, and monitoring systems to ensure program quality and consistency across sites.
6. Facilitates regular meetings with after-school partners to align goals, review data, and problem-solve implementation challenges.
7. Coordinates staffing plans, schedules, and resource allocation for expanded learning programs in partnership with Human Resources and site leaders.
8. Monitors program budgets, expenditures, and reporting requirements to ensure fiscal responsibility and sustainability.
9. Develops and leads professional development for expanded learning staff aligned to organizational priorities.
10. Creates evaluation tools and annual reports demonstrating program effectiveness and impact on student outcomes.

Organization-Wide Student Travel Program Leadership

1. Designs and implements a comprehensive student travel framework aligned to Vista's mission and Global Competencies (Investigate the World, Weigh Perspectives, Communicate Ideas, Take Action).
2. Develops standardized processes, proposal templates, timelines, and approval systems for student travel across the organization.
3. Ensures all travel experiences meet safety, compliance, and risk management requirements.
4. Collaborates with school leaders to expand equitable access to local, national, and international learning experiences.
5. Coordinates logistics including transportation, vendor partnerships, documentation requirements, and communication systems.
6. Establishes budget oversight systems and fundraising guidance to support financially sustainable travel opportunities.
7. Develops family-facing communication materials and informational sessions to ensure transparency and participation.
8. Builds strategic partnerships with community organizations and educational travel providers.
9. Tracks participation data and evaluates program impact on student engagement, academic performance, and college/career readiness.

Organizational Leadership

1. Works collaboratively with site administrators and central office departments to align expanded learning and travel initiatives with organizational goals.
2. Supports strategic planning efforts related to student enrichment, acceleration, and experiential learning.
3. Prepares board reports and presentations as needed.

4. Completes other duties as assigned.

Minimum Qualifications:

- Bachelor's Degree required
- Master's degree preferred
- Valid California Administrative Credential preferred
- Minimum 3–5 years of successful leadership experience in education (site or central office level preferred)
- Experience overseeing expanded learning, after-school programs, or enrichment initiatives strongly preferred
- Demonstrated experience managing budgets and grant-funded programs
- Strong project management and systems-building skills
- Knowledge of state compliance requirements related to expanded learning programs
- Excellent organizational skills and attention to detail
- Strong analytical and problem-solving skills
- Ability to communicate effectively (verbal and written)
- Demonstrated ability to build strong partnerships with internal and external stakeholders
- Bilingual in Spanish desirable
- Must be computer literate and proficient in Google Suite and Microsoft Office

Database Administrator (Classified)

Job Description: The database administrator's primary responsibility is the strategic development, implementation, and management of all aspects of the Charter School's data and informational systems. The database administrator is passionate about the mission and commitments of VCPS and exhibits this through his/her execution of all their responsibilities and relations with all stakeholders. The database administrator will foster a collaborative and stimulating community culture for a diverse group of stakeholders, including administration, faculty members, board members and community partners.

Responsibilities:

- Assists in the installation and testing and operational maintenance of the student information system for the purpose of ensuring expected results. This includes the management of CALPADS: SSID, Students Enrollments and information, Courses, Staff, Reports, Certifications
- Communicates with district personnel, outside software vendors and contractors for the purpose of serving as a main point of contact for obtaining information, resolving problems and ensuring accurate management of student demographic data for the completion and submission of various mandated reports and information requests.
- Coordinates with district staff and departments for the purpose of ensuring the integrity and accuracy of student demographic data.
- Works with administration to meet testing and assessment compliance requirements for the purpose of ensuring appropriate and safe testing protocols.
- Works with administration to meet master schedule requirements for the purpose of ensuring appropriate student scheduling.

- Works with office staff to provide an efficient and accurate enrollment process for incoming and outgoing students.
- Develops a variety of user support materials for the purpose of providing unified protocols.
- Maintains and manages user security for student demographic data for the purpose of ensuring security and data integrity.
- Maintains student attendance data collection in coordination with the District for the purpose of ensuring compliance with state attendance regulations.
- Manages student information system database (e.g. integrate data systems, update system design, complete dataset extraction, etc.) for the purpose of achieving optimal use of student data and maintaining data integrity.
- Manages user accounts and access privileges for the student information system for the purpose of establishing security of data.
- Researches trends, products, equipment, etc. for the purpose of recommending procedures and/or purchases.
- Stays current of state and federal student data reporting requirements; district testing and assessment data requirements for the purpose of ensuring accurate and compliant data submission.
- Works with administration for the purpose of ensuring proper and efficient system usage and system changes.
- Works with IT staff on system integrity and maintenance functions for the purpose of ensuring student data security and access.
- Oversees food service operations and compliance with the National School Lunch Program.
- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of optimal learning conditions.

Minimum Qualifications:

- B.A./B.S. degree preferred
- 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 various information systems specific to the school site.
- Bilingual in Spanish preferred
- Must have excellent organizational skills and a positive attitude
- At times this job may entail lifting, walking, sitting and standing for periods of time

Business & HR Manager (Classified)

Job Description: Under the supervision of the Superintendent/Assistant Superintendent, the Business and HR Manager is responsible for leading and ensuring productivity, efficiency of operations and task management. The Business and HR Manager will also oversee and direct payroll procedures, ensuring compliance for the organization.

Responsibilities:

- Implements, maintains, and reviews payroll processing systems to ensure timely and accurate processing of payroll transactions including salaries, benefits, garnishments, taxes, and other deductions.
- Ensures accurate and timely processing of payroll updates including new hires, terminations, and changes to pay rates.
- Oversees payroll function, ensuring its accuracy and timeliness
- Oversees all wage and hour requirements
- Ensures compliance with federal, state and local payroll wage and hour laws and best practices
- Lead and direct the routine functions of human resources including administering pay, benefits, and leave, and enforcing company policies and practices.
- Ensures that all business records and files are accurate, complete and up to date
- Onboarding and offboarding VCPS employees
- Monitoring of credentials and TB test and notification of expiration dates to ensure compliance
- Ensures completion of all mandated employee trainings through the ASCIP portal and notifies employees and administrators of completion
- ACA Monitoring and Reporting in a timely manner
- Retirement Plan (403b) Reporting and Remittance in a timely manner
- Other duties as assigned

Minimum Qualifications:

- B.A./B.S. degree preferred
- Knowledge of payroll preparation, balancing and internal control
- Excellent organizational skills and attention to detail
- Strong analytical and problem-solving skills
- Ability to communicate effectively (verbal and written)
- Must be computer literate and have extensive experience with: MS Office, Word & Excel
- Bilingual in Spanish preferred
- Proficient with organizational programs/software/system
- Able to multitask and handle a high paced work environment
- Must have excellent management and organizational skills and a positive attitude

Home Office Manager (Classified)

Job Description: Under the supervision of the Superintendent, the Home Office Manager plays a critical role in overseeing financial operations, supporting office managers across all Vista Charter Public Schools (VCPS) sites, and ensuring compliance with procurement and board-related responsibilities.

Responsibilities:

Financial Oversight

- Facilitate Accounts Payable and Accounts Receivable processes, ensuring timely and accurate payment of invoices, reimbursements, credit card statements, and outstanding checks.

- Process site deposits, maintaining accurate financial records for transparency and audit purposes.
- Monitor and reconcile outstanding accounts to ensure all receivables are collected promptly.

Office Manager Support & Training

- Provide school enrollment and attendance guidance, ensuring accurate student data management and adherence to enrollment policies.

Procurement Management

- Oversee the procurement process for all VCPS schools, ensuring cost-effective purchasing and adherence to procurement policies.
- Manage vendor relationships, negotiate contracts, and oversee purchasing approvals.
- Ensure compliance with procurement regulations and internal financial policies.

Board Secretary Responsibilities

- Prepare and distribute Board Meeting Agendas, ensuring timely and accurate communication with board members and stakeholders.
- Coordinate after-board meeting notifications and documentation, including meeting minutes, action items, and public notices.
- Maintain board records and ensure compliance with legal and regulatory requirements related to board governance.

Minimum Qualifications:

- B.A./B.S. degree preferred
- Strong knowledge of financial management, accounts payable/receivable, and procurement processes.
- Experience in office administration and supporting multiple locations.
- Ability to effectively train and guide school-based Office Managers.
- Familiarity with board governance processes and preparation of official meeting documents.
- Excellent organizational and communication skills.
- Proficiency in financial software, spreadsheets, and document management tools.
- Excellent organizational skills and attention to detail
- Strong analytical and problem-solving skills
- Ability to communicate effectively (verbal and written)
- Must be computer literate and have extensive experience with: MS Office, Word & Excel
- Bilingual in Spanish preferred
- Proficient with organizational programs/software/system
- Able to multitask and handle a high paced work environment
- Must have excellent management and organizational skills and a positive attitude

English Language Development (ELD) Coordinator (Certificated)

Job Description: Under the direction of the Director of Instruction, the English Language

Development (ELD) Coordinator leads the design, implementation, and evaluation of programs and services for English Learners (ELs) to ensure equitable access to academic success. This role supports teachers, administrators, and other instructional staff by providing guidance on effective instructional practices, compliance with state and federal regulations, and culturally responsive teaching. The ELD Coordinator plays a critical role in promoting inclusive, linguistically appropriate educational experiences for multilingual students.

Responsibilities:

- Develop, implement, and monitor English Language Development programs aligned with state standards and federal guidelines (e.g., ESSA, Title III).
- Provide instructional coaching and professional development for teachers and staff focused on EL strategies, language acquisition, and culturally responsive pedagogy.
- Support curriculum development and lesson planning to integrate language development across content areas.
- Analyze student achievement data, including language proficiency assessments (i.e. ELPAC), to guide instruction and identify needs.
- Ensure compliance with local, state, and federal mandates related to English Learners, including EL identification, placement, reclassification, and parent communication.
- Serve as a liaison between the district/school and families of English Learners, supporting family engagement and access to resources.
- Collaborate with school and district leadership to align EL programming with broader equity and academic goals.
- Provide leadership in the adoption and use of instructional materials and digital tools that support English language development.
- Other related duties as assigned.

Minimum Qualifications:

- Bachelor's degree in Education, TESOL, Linguistics, or a related field (Master's degree preferred).
- Valid teaching credential with CTC recognized English Learner authorization or equivalent (e.g., ESL endorsement, CLAD, TESOL certification).
- Minimum 3–5 years of experience working with English Learners in a classroom or programmatic setting.
- Deep knowledge of second language acquisition, ELD standards, and best practices in EL instruction.
- Strong interpersonal and communication skills, with the ability to lead training and collaborate with diverse teams.
- Experience in instructional leadership, coaching, or coordination roles.
- Familiarity with multilingual programs.
- Bilingual (Spanish) is strongly preferred.

Intervention Coordinator (Certificated)

Job Description: The job of the Intervention Coordinator is to provide ongoing support to the

areas of academic support and positive behavior support. The Intervention Coordinator will work directly with the site principal, assistant principals, and grade level or content area teachers to collaboratively identify areas of instructional need for students based on current achievement data and to target specific interventions to meet those needs. The coordinator will also work in conjunction with the Special Education Coordinator in identifying intervention needs and support the MTSS model.

Responsibilities:

- Advises students, parents, and guardians for the purpose of providing information on student's progress and/or recommendations regarding academic achievement;
- Collaborates on a regular basis with grade level and content area teachers, instructional coaches, counselors, and administration regarding intervention strategies and support programs leading to student success;
- Monitors student records for the purpose of developing plans and/or providing information regarding students' goals
- Serves as a knowledge base of a wide range of available supports and interventions and attends all academic SST meetings as an intervention expert
- Prepares documentation (e.g. observations, progress, contacts with parents, teachers, outside professionals, etc.) for the purpose of providing written support, developing recommendations, and/or conveying information to teachers in reference to academic achievement
- Facilitates the SST and 504 meetings.
- With the support of School Psychologist, manages 504 caseload and meetings (Initials and annuals)
- Participates in job-related activities such as faculty meetings, professional development, in-services, site, and district committees, and commits to ongoing professional growth for self and others
- LEA Testing and Site Coordinator for ELPAC, CAASPP, CAST, and CPFT.

Minimum Qualifications:

- Bachelor's Degree required
- Master's degree preferred
- Minimum 3 years of successful teaching experience
- Valid California Teaching Credential
- Bilingual in Spanish desirable
- Demonstrated teacher leadership
- Knowledge of state standards and assessments
- Excellent organizational skills and attention to detail
- Strong analytical and problem-solving skills
- Ability to communicate effectively (verbal and written)
- Must be computer literate and have extensive experience with: MS Office, Word & Excel, Google Suite
- Must have excellent management skills and a positive attitude
- Need to pass a TB test and background check at time of offer

Instructional Coach (Certificated)

Job Description: The instructional coach will be a highly qualified educator who is knowledgeable about curriculum and instruction and is able to increase student learning by fostering instructional excellence throughout the Charter School. The coach will engage in the delivery of professional development, including observing teachers, coaching and modeling instructional and assessment strategies, and providing feedback that ensures effective instruction and student learning.

Responsibilities:

- Assists staff with the gathering, examination and analysis of formative and summative assessment data to identify learning concerns for individual students and groups of students. Provides instructional support that is responsive to the identified needs of students.
- Assists administrative and central office staff with the gathering, examination and analysis of formative and summative implementation data to identify concerns for individual teachers and groups of teachers. Provides coaching support that is responsive to the identified needs of staff.
- Conducts observations and provides appropriate coaching, modeling, and feedback on the implementation of instruction (with an emphasis on literacy and math instruction) that meets organizational-wide expectations.
- Assists teachers in high-impact planning to be intentional about what students will be learning and how learning will proceed.
- Assists district staff and principals in monitoring and documenting instruction and assessment status and progress of new teachers and/or teachers with identified needs.
- Models/teaches/co-teaches – lessons and strategies or co-teaches with the classroom teacher.
- Helps gather materials and finds resources to support instruction.
- Keeps current on researched based instructional strategies and best practices with an emphasis on student engagement and learning.
- Provides professional development, as needed and requested by the Assistant Superintendent and/or site administrators.
- Completes other duties as assigned.

Minimum Qualifications:

- Bachelor's Degree required
- Master's degree preferred
- Minimum 3 years of successful teaching experience
- Valid California Teaching Credential
- Bilingual in Spanish desirable
- Demonstrated teacher leadership
- Knowledge of state standards and assessments
- Excellent organizational skills and attention to detail
- Strong analytical and problem-solving skills
- Ability to communicate effectively (verbal and written)

- Must be computer literate and have extensive experience with: MS Office, Word & Excel, Google Suite
- Must have excellent management skills and a positive attitude
- Need to pass a TB test and background check at time of offer

Community School Coordinator (Classified)

Job Description: The Community School Coordinator will report to the Principal and serve as a bridge between the Charter School and external community partners to ensure the coordinator of programs, services and resources to improve the academic and social – emotional outcomes for students. They will manage existing partnerships, identify new partners, and monitor program quality and impact by using a data and results driven approach.

Responsibilities:

- Establish strong, productive, and trusting relationships with administrative team, school personnel, partnership organizations, students and community to seek input on needs and address barriers to learning and social-emotional needs and services.
- Identify and organize existing services on campus via a needs assessment.
- Integrate effective education, college preparation, family engagement, and enrichment services into the existing school community in order to impact student achievement and ensure an impactful community schools model in collaboration with school staff.
- Manage day-to-day operations of the Community Schools model, including managing partnerships, site plans, and coordinating resources as well as evaluating the effectiveness of programs and strategies.
- Develop and monitor Community Schools budget and provide quarterly fiscal reports on fund spent and impact of programs.
- Develop, review, and monitor grant plan on a quarterly basis analyzing data, impact and providing recommendations on partnership expansion, in preparation for the application for the Community Schools Program Implementation Grant.
- Act as the liaison between school administration, key stakeholders, staff, students and community.
- Organize and attend various school meetings, community events, and other outreach and grant related events (open houses, community events, etc.).
- Develop, maintain, and publicize a schedule of programs and activities offered at the Charter School and/or throughout the community
- Analyze performance measures, school results data (internal and external) and/or program quality to determine the successful implementation, transformative progress of programs and meet program outcomes.
- Develop, implement, and maintain a process that promotes referrals to programs and services offered at the Charter School and local community centers.
- Develop, manage, and coordinate documents needed for internal and external program audits and compliance requirements.
- Ensure the timely submission of all required reports and supporting materials.
- Plan, assist, and attend school recruitment events that may occur during evenings, weekends and summer.

- Other related duties as assigned.

Minimum Qualifications:

- AA degree (BA preferred)
- Bilingual in English & Spanish (Preferred)
- Experience working in an urban school setting
- Experience working with community organizations, non-profit or educational programs
- Experience with youth development, academic enrichment and/or family support programs
- Experience working with and leading community partnerships
- Possess a growth mindset and love of learning
- Demonstrate proven leadership capabilities
- Have a strong ethical base and self-awareness
- Able to work independently and manage time effectively
- Able to work a flexible schedule including some weekends and evenings
- Possess excellent interpersonal communication and written skills
- Need to pass a TB test and background check at time of offer

Board Certified Behavior Analyst (BCBA) (Classified)

Job Description: Under the direction of the Director of Special Education & Pupil Services, the Board Certified Behavior Analyst (BCBA) will help drive meaningful change in the lives of individuals with specific developmental disabilities and support VCPS's focus on restorative practices. The BCBA will be responsible for conducting assessments, developing and supervising behavior intervention plans, and providing oversight to Behavior Interventionists and other direct service staff.

Responsibilities:

- Conduct functional behavior assessments (FBAs), skills assessments (e.g., VB-MAPP, ABLLS-R), and client intake evaluations.
- Develop individualized treatment plans and behavior intervention plans based on assessment results and best practices in ABA.
- Provide ongoing supervision and support to behavior interventionists, ensuring fidelity of implementation and ethical practice.
- Train caregivers, educators, and support staff on behavior management strategies and skill-building interventions.
- Collect, analyze, and report on client progress and modify treatment plans as needed.
- Maintain accurate and timely documentation in compliance with clinical, ethical, and funding source guidelines.
- Collaborate with interdisciplinary teams, including speech therapists, occupational therapists, and educators, to ensure comprehensive client care.
- Uphold all BACB ethical standards and stay current with ABA research and practices.
- Other related duties as assigned.

Minimum Qualifications:

- Master's degree in Applied Behavior Analysis, Psychology, Education, or related field.
- Active BCBA certification through the Behavior Analyst Certification Board (BACB).
- At least 1 year of experience providing ABA services in a clinical, home, or school setting.
- Strong interpersonal, organizational, and communication skills.
- Ability to work independently and as part of a collaborative team.
- Experience working with children with autism and other developmental disorders.
- Proficiency in electronic data collection and ABA practice management systems.
- Bilingual (Spanish) is preferred.

Behavior Interventionist (Classified)

Job Description: The job of the Behavior Interventionist is to provide direction at the school level, working to design, implement, coordinate and evaluate a comprehensive behavior support program. The Behavior Specialist helps coordinate Functional Assessments of Behavior and Behavior Intervention Plans that address students' inappropriate behaviors and provide a means to help the students become more academically successful. The Behavior Interventionist will work directly with the site principal, assistant principals, school psychologist and grade level or content area teachers to collaboratively identify areas of behavior needs for students. In addition, the Behavior Specialist works directly with identified students to adopt behaviors that substantially increase their academic performance. Behavior Intervention Specialist also provides classroom and school-wide behavior management strategies.

Responsibilities:

- Assists teachers and staff by modeling instructional practices and behavior management strategies based on the principles of Applied Behavior Analysis and interventions based on a functional analysis of behavior
- Facilitate team meetings that: design Behavior interventions Plans; effective instruction, social skills instruction, and ethical issues; School-wide Positive Behavioral Support
- Work with individual teachers, groups of teachers and/or the entire staff on issues such as: PBIS, Restorative Practices learning and collaboration issues, and factors that can affect development and implementation of interventions.
- Promote highly specialized positive behavior interventions in which "at risk" students thrive: behavior instruction that is explicit, intensive, accelerated and provides ample practice.
- Use ongoing assessments to maintain a record of student progress.
- Model good assessment processes that assist students in assessing their own work and behavior. Provide recognition of a variety of student accomplishments and positive behaviors.
- Work cooperatively with administrators to promote positive student behavior by providing professional development that targets research, strategies and modeling of instructional practices to support teachers in their implementation of positive behavior support in their classrooms.

- Continually supervise students to ensure a safe, non-threatening, nurturing environment where students can thrive.
- Engage in on-going professional development to increase knowledge and skills of positive student behavior support for all students, targeted students and students who represent sub-group populations.
- Engage parents in the "student behavior intervention plan" process and empower parents by providing them with skills and techniques to support the positive behavior development of their child.
- Conduct conflict resolution and peer mediation circles

Minimum Qualifications:

- Bachelor's Degree preferred
- Coursework/training in special education, psychology or child development desirable
- Skills to communicate effectively, problem-solve
- Knowledge of curriculum, education code, district policies, problem solving methodology
- Ability maintain and verify completeness of records, meet schedules and deadlines, communicate with persons of varied cultural and educational backgrounds, communicate in oral and written form
- Ability to maintain harmonious working relationships with students, staff and community
- Ability to make decisions quickly regarding the health and safety of students
- Ability to maintain confidentiality of records, discussions and empathize with the needs of students
- English Learner and at-risk student support experience.
- Desire to accept feedback and develop professionally.
- Ability to identify and implement needed change.
- Capacity to successfully function in stressful circumstances.

School Psychologist (Certificated)

Job Description: The School Psychologist reports to the Principal and provides psychological services to general education students and students with disabilities; develops individual case studies of students to determine eligibility for special programs; assists in the development of behavior support plans and functional behavior assessments; consults with school personnel, parents, and others concerned with the progress of students; and provides both individual and group counseling as well as case management for counseling services. The School Psychologist integrates the educational program to fit a fully inclusive special education program.

Responsibilities:

- Conduct psychological assessments and develop case studies of individual students to determine educational needs, learning characteristics, and social behavior relevant to educational placement and instructional planning.
- Interpret the findings of individual case studies to the IEP team.

- Participate in the process required by federal, state, and local regulations for the identification, placement, and review/re-evaluation of students with special needs.
- Assist in developing a written individual educational plan for students who are determined eligible for special education placement and/or service; assist in developing recommendations regarding eligibility and program placement.
- Assist in developing behavioral objectives for individual students and special class groups; suggest implementation strategies as appropriate; confer with teachers and parents regarding strategies for the solution or amelioration of individual learning or adjustment problems of students.
- Counsel students individually and in groups to assist them in educational achievement and personal or social adjustment. Assist with implementing school-wide social emotional programs (Way of Council).
- Assist with the organization of, and serve as a leader in, staff development activities in the field of psychological services.
- Participate in Student Study Team meetings and the RtI process as needed.
- Other duties as assigned

Minimum Qualifications:

- An earned Bachelor's degree from an accredited university, and
- An earned Master's degree in School Psychology from a regionally accredited university, OR
- Current enrollment in a School Psychology Master's degree program in a regionally accredited university with Internship eligibility.
- One of the following California credentials or combination of credentials authorizing K-12 service must be in force and on file:
    - ○ General Pupil Personnel Services Credential authorizing service as a school psychologist;
    - ○ Service Credential with a specialization in pupil personnel services designating service as a school psychologist;
- Knowledge of the growth and development of children and adolescents, learning theory, and mental health concepts.
- Sensitivity to, and understanding of, the unique differences and needs of disabled students and their parents.
- Knowledge of uses and limitations of standardized individual and group tests, and semi-projective devices.
- Ability to assume leadership in teacher/staff development activities.
- Understanding of the relationship between the total education program as well as counseling and psychological services.
- Facility in oral and written communication.
- Appropriate manner including poise, tact, good judgment, and ability to work effectively with VCPS personnel, community representatives, and students.

Educational Specialist (Certificated)

Job Description: The Educational Specialist reports to the site administrator and is responsible for the development and performance of the students they serve by upholding and abiding by the special educational laws and regulations in the state of California. The Educational Specialist will aide in fostering a collaborative and stimulating classroom environment for a diverse group of students, as well as foster a strong collaboration between parents, faculty members, board members and community partners.

Responsibilities:

- Maintain SPED program that is in place including calendar of meetings, staff trainings, deadlines and program needs
- Organize and maintain service provider services, services for all students identified or in the process of being identified; Maintains compliance to records, documenting, SPED timelines and program deadlines
- Function as the case manager for all students in process of being established as a Special Education Student and current Special Education Students
- Participate in the SST Processes by developing and maintaining organization of services to pupils
- Provide information to staff and parents to facilitate student success with their specific needs
- Utilize strong communication and multitasking skills; build relationships; problem solve effectively
- Coordinate special education services with the regular school programs for Students with Disabilities enrolled in the resource program.
- Provide or coordinate classroom supports that include (but are not limited to): behavior support, basic academic skills, organization and study skills, social skills, use of cognitive strategies and fostering a safe and nurturing learning environment
- Demonstrate strong organization and management in
    - Preparing for all student and staff meetings related to student services or professional development
    - Student Service minutes, change of services, change of placement, ESY, etc.
    - Student assessment for annual, triannual, or other student assessment designated by the IEP team
    - All SPED timelines as aligned to FAPE or IDEA
- Participate as a collaborative member of the faculty and in ongoing staff development and trainings

Minimum Qualifications:

- Candidate must possess a current California credential in Special Education appropriate to program needs
- Solid knowledge of State and Federal guidelines for Special Education
- Bachelor's degree; Master's degree is preferred
- Must be flexible and team-oriented
- Excellent written and communication skills
- Bilingual in Spanish preferred

Speech Language Pathologist (Classified)

Job Description: The Language and Speech Specialist is responsible for designing and providing a language development program and speech therapy that will enable students to make optimum progress toward the attainment of District goals.

Responsibilities:

- Tests and measures children with language and speech disorders;
- Selects cases according to appropriate criteria;
- Formulates short- and long-term language and speech goals to meet individual needs;
- Provides instructional programs which effectively modify language and speech disorders;
- Guides children toward an awareness of their responsibility for attaining language and speech goals;
- Records and analyzes responses related to improving communication skills;
- Coordinates therapy and instructional activities with the Charter School staff and parents;
- Plans and conducts appropriate teacher and parent conferences;
- Participates in multi-disciplinary staff conferences;
- Redefines objectives and modifies therapy and instructional activities as needed;
- Carries out appropriate termination and follow-up programs;
- Assists the supervisor in carrying out other duties and responsibilities as directed;
- Adheres to the policies of the Board of Education, the laws and regulations of the California Administrative and Education Codes and other applicable laws and regulations; and
- Participates cooperatively with the evaluator to implement the procedures by which he/she will be evaluated in conformance with the District's uniform guidelines for certificated personnel evaluation and assessment.

Minimum Qualifications:

- Credential(s) authorizing service as a language and speech specialist
- Training beyond credential requirements in speech pathology and Audiology, child growth and development, and counseling and guidance for special education students is preferred
- At least 2 years of school experience in language and speech remediation programs is preferred
- Clinical experience in speech therapy and language disorders
- Knowledge of methods for diagnosing language and speech disorders - Teaching techniques and methods
- Knowledge of interviewing and counseling techniques
- Knowledge of community resources and agencies for the language and speech impaired
- Communicate well, both orally and in writing
- Interpret the Charter School’s language and speech program to individuals and groups

- Plan, organize and implement a program of language and speech assessment, diagnosis and remediation
- Establish and maintain cooperative and effective working relationships
- Conduct in-service training on language and speech assessment, diagnosis and remediation
- Establish and maintain cooperative and effective working relationships
- Conduct in-service training on language and speech development and remediation programs

Classroom Teachers (Certificated)

Job Description: The teacher reports to the site administrator and is responsible for the development and performance of the courses they instruct. The teacher will foster a collaborative and stimulating classroom environment for a diverse group of students, as well as foster a strong collaboration between parents, faculty members, board members and community partners.

Responsibilities:

- Foster a safe and nurturing learning environment
- Organize classroom systems/procedures and manage student behavior to ensure that all students are fully engaged in learning
- Establish an environment where students are excited about learning
- Develop lesson plans according to the CA CCSS and CA State Content Standards
- Build strong relationships with students and parents
- Identify students' areas for improvement and be able to work with students, families, and internal resources to suggest options for improvement
- Provide continual assessment of student progress, maintain student records, and complete assigned paperwork in provided timeframes
- Collaborate with the Resource Specialist to meet the needs of all students
- Attend and implement professional development training throughout and beyond the school year
- Demonstrate support and knowledge of school's goals and mission
- Attend and participate in school-based meetings and activities

Minimum Qualifications:

- Bachelor's degree from an accredited college or university
- Master's degree in subject matter field or Education (strongly preferred)
- Must have the CTC certificate, permit or other document required for the teacher's certificated assignment
- EL authorization required for the assignment
- Solid knowledge of subject matter, including 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

IT Coordinator (Classified)

Job Description: The IT Coordinator is responsible for supervising school site IT operations. Ensure stability of site networks and educational software – hosted licensed applications and on-site purchased applications as well as ensuring all IT equipment is in excellent working condition. Address various site issues as directed by School Site Principals/Superintendent and assist educational staff as needed to implement and administer software programs.

Responsibilities:

- Supervise School Site IT Coordinators in their job of supporting site IT operations
- Ensure all site Principal and educational staff issues are addressed
- Ensures consistency and stability of all working IT services at school sites and district office
- Work with community partners to create school site collaborations and partnerships
- Assist school site coordinators in creating parent and student classes, clubs, field trips, and educational opportunities
- Assist in district website updates
- Co-chair VCPS Technology Committee and assist with strategic planning

Minimum Qualifications:

- Bachelor's Degree preferred
- Working knowledge of Microsoft Windows operating system
- Working knowledge of MS Office products and applications as applies to education
- Working knowledge of Google domain and all related applications
- Knowledge of internal network operations & Microsoft Windows Server Operating system
- Classroom and instructional experience beneficial
- Comfortable in educational environment
- Clear communications ability to both classified and certificated staff
- Supervisory experience preferred
- Google and Microsoft certifications beneficial

Office Manager (Classified)

Job Description: The Office Manager reports to the Site Administrator. The Office Manager's primary responsibility is the aide and support of all functions of the Charter School site with direction given by the site administrator. The Office Manager is passionate about the mission and commitments of VCPS and exhibits this through his/her execution of all their responsibilities and relations with all stakeholders. The Office Manager will foster a collaborative and stimulating community culture for a diverse group of stakeholders, including administration, faculty members, board members and community partners.

Responsibilities:

- Greet and assist parents, students, and visitors to the Charter School in a friendly and professional manner.
- Answer the phone in a professional and courteous manner.
- Coordinate substitute teacher coverage as needed and in communication with teachers.
- Supervise and delegate duties to Office Assistants.
- Manage quotes and relationships with vendors.
- Maintain accurate records of all distributed school assets such as keys, technology or other equipment.
- Ensure accurate financial records as needed including: 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 projects or special requests.
- Oversee parent correspondence and mailings.
- Maintain, store and secure all student files ensuring confidentiality.
- Manage student meal applications.
- Track student attendance and tardies using SIS (PowerSchool).

Minimum Qualifications:

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

Office Assistant I (Classified)

Job Description: The OA's primary responsibility is the aide and support of all functions of the Charter School site with direction given by the site administrator. The OA I is passionate about the mission and commitments of VCPS and exhibits this through his/her execution of all their responsibilities and relations with all stakeholders. The OA I will foster a collaborative and stimulating community culture for a diverse group of stakeholders, including administration, faculty members, board members and community partners.

Responsibilities:

- Greet and assist staff, parents, students, and visitors to the Charter School in a friendly and professional manner.
- Answer phones using a professional and courteous manner.
- Assist students who need health/ medical assistance
- Assists with staff / personnel records

- Coordinate substitute teacher coverage by first communicating with administrator and then teacher
- Collaborate and delegate duties to Office Clerks.
- Responsible for vendor quotes and relations.
- Works collaboratively with administration to maintain accurate record of all keys and assets that have been distributed.
- 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.
- Enter daily attendance into PowerSchool
- Track student absences and tardies
- Works in conjunction with VCPS Database Administrator on projects or needs of certain informational systems
- Assist in parent communication and meetings
- Any other duties as assigned by site administrator (s)

Minimum Qualifications:

- B.A./B.S. degree preferred
- 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
- Bilingual in Spanish preferred
- Able to multitask and handle a high paced work environment
- Must have excellent management and organizational skills and a positive attitude

Office Assistant II (Classified)

Job Description: The OA's primary responsibility is the aide and support of all functions of the Charter School site with direction given by the site administrator. The OA II is passionate about the mission and commitments of VCPS and exhibits this through his/her execution of all their responsibilities and relations with all stakeholders. The OA II will foster a collaborative and stimulating community culture for a diverse group of stakeholders, including administration, faculty members, board members and community partners. The Office Assistant II position is intended to serve as the Office Manager's backup and to monitor and supervise the office in the Office Manager's absence.

Responsibilities:

- Greet and assist staff, parents, students, and visitors to the Charter School in a friendly and professional manner.
- Answer phones using a professional and courteous manner.
- Assists students who need health/ medical assistance
- Assists with staff / personnel records

- Coordinate substitute teacher coverage by communicating with the administrator and teacher as needed.
- Collaborate with and delegate duties to Office Clerks and Office Assistant I staff.
- Oversee, train, and support the work of Office Clerks and Office Assistant I staff.
- Serve as the Office Manager's backup and supervise office operations in the Office Manager's absence.
- Maintain complete knowledge and training in payroll processing from the school site perspective, including:
    - Tracking PTO
    - Reviewing timesheets
    - Maintaining the daily absence log
- Support procurement processes, including:
    - Responsible for vendor quotes and vendor relations.
    - Purchase orders
    - Approval tracking
- Invoice processing
- Reimbursement processing
- Work collaboratively with administration to maintain accurate records of all keys and distributed assets.
- Sort and distribute mail accordingly.
- Work with site administrators and teachers regarding projects and special requests.
- Manage parent correspondence and mailings.
- Maintain, store, and secure all student files.
- Process student meal applications.
- Enter daily attendance into PowerSchool.
- Track student absences and tardies.
- Work in conjunction with the VCPS Database Administrator on informational systems projects and support needs.
- Assist with enrollment, attendance, first aid, event planning, and servicing students, staff, and the public.
- Assist in parent communication and meetings.
- Perform any other duties as assigned by the Site Administrator(s).

<u>Minimum Qualifications:</u>

- B.A./B.S. degree preferred
- 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
- Bilingual in Spanish preferred
- Able to multitask and handle a high paced work environment
- Must have excellent management and organizational skills and a positive attitude
- Experience supporting payroll processes and maintaining confidential employee attendance and timekeeping records preferred.
- Experience supporting procurement and purchasing procedures, including vendor relations, purchase orders
- Experience processing invoices, and reimbursements preferred.

Office Clerk (Classified)

Job Description: The Office Clerk reports to the Office Manager. The Office Clerk's primary responsibility is the aide and support of all functions of the Charter School Office Manager in conjunction with the needs and directions given by the site administrator. The Office Clerk is passionate about the mission and commitments of VCPS and exhibits this through his/her execution of all their responsibilities and relations with all stakeholders. The Office Clerk will foster a collaborative and stimulating community culture for a diverse group of stakeholders, including administration, faculty members, board members and community partners.

Responsibilities:

- Provide excellent customer service
- Greet and assist staff, parents, students, and visitors to the Charter School in a friendly and professional manner.
- 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
- Assist with proper documentation and accuracy of attendance
- 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 cumulative student files.
- Other duties as assignment by site administrator

Minimum Qualifications:

- BA/BS degree preferred
- Prior experience working with students in a learning environment
- Strong Math skills is strongly preferred
- Bilingual in Spanish preferred
- Intermediate proficiency in Microsoft Word, Excel, and Outlook
- Must be flexible, positive, detail-oriented, team player patient and willing to learn.
- Must be able to work in a fast-paced work environment with flexibility and dedication

Teacher Assistant (TA) (Classified)

Job Description: The Teacher Assistant reports to the Site Administrator and is responsible for assisting in the development and performance of the classes they assist in. The TA will foster a collaborative and stimulating classroom environment for a diverse group of students, as well as

foster a strong collaboration between parents, faculty members, board members and community partners.

Responsibilities:

- Foster a safe and nurturing learning environment
- Assist the teacher in maintaining classroom systems/procedures and manage student behavior to ensure all students are fully engaged in learning
- Support differentiation or other instructional strategies implemented to ensure that needs of all learners are met
- Establish an environment where students are excited about learning
- Support teachers with data tracking and progress monitoring
- Build strong relationships with students and parents and teachers
- Demonstrate support and knowledge of school's goals and mission
- Attend and participate in school-based meetings and activities
- Develop or assist in the development of lesson plans according to the CA CCSS and CA State Content Standards
- Identify student areas for improvement and be able to work with the student and family and internal resources to suggest options for improvement
- Provide continual assessment of student progress, maintain student records and complete assigned paperwork in provided timeframes.
- Collaborate with the Educational Specialist and other staff to meet the needs of all students
- Attend and implement professional development training throughout and beyond the school year
- Demonstrate support and knowledge of school's goals and mission
- Participate, attend and plan field trips
- Participate in school events during, before and after school
- Attend and participate in school-based meetings and activities

Minimum Qualifications:

- Prior experience working with students in a learning environment
- 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.
- Must be able to work in a fast-paced work environment with flexibility and dedication

Plant Manager (Classified)

Job Description: The Plant Manager reports to the Site Administrator. The Plant Manager is responsible for ensuring that the facility is well maintained and running appropriately to maintenance standards. The Plant Manager will help maintain a school environment and culture by being able to communicate and work with a diverse group of students, parents, faculty members, board members and community partners.

Responsibilities:

- Maintaining the quality of school facilities.
- Supervise and evaluate all non-instructional classified staff at the site responsible for maintaining the quality of school facilities.
- Manage all school scheduling, special events, cafeteria, maintenance, playgrounds and cleaning.
- Manage community use of school site.
- Assist in the school safety plan: disaster preparation, fire drills, student, staff and public safety, and student health.
- Maintain equipment, textbook and supply inventories.
- Coordinate with administration to maintain a positive, safe learning environment for students.
- Assist with school public relations and communications plan: promote the Charter School and district through positive relations with community, businesses, parents and students.
- Perform other duties as assigned.
- Maintain regular attendance.
- Coordinate and work with Site Administrator (s) and Office Assistant/Manager for orders for campus facilities and maintenance
- Maintain on-going communication with community partners/ leaseholders where shared occupancy space is occurring
- Coordinate and communicate with after school groups or outside vendors who use the Charter School
- Must understand and follow practices, policies and procedures regarding:
    - Laws, rules and regulations related to assigned activities.
    - District operations policies, procedures and objectives
    - Health and safety regulations.

Minimum Qualifications:

- At least 2 years of successful prior experience working with students in a learning environment
- 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.
- Assist in maintaining standards of school safety and civility and ensuring the observance of rules and procedures by students and staff on a school campus at the direction of the Charter School administrator.

Custodian (Classified)

Job Description: The custodian reports to the Plant Manager and/or Site Administrator. Custodians are responsible for ensuring that the facility is well maintained and running appropriately to maintenance standards. Custodians will help maintain a school environment and culture by being able to communicate and work with a diverse group of students, parents, faculty members, board members and community partners.

Responsibilities:

- Maintain the quality of school facilities.
- Assist Plant Manager with all school scheduling, special events, cafeteria, maintenance, playgrounds and cleaning.
- Assist in equipment maintenance and textbook and supply inventories.
- Coordinate with administration to assist in maintaining a positive, safe learning environment for students.
- Perform other duties as assigned.
- Maintain regular attendance.
- Maintain ongoing communication with community partners/ leaseholders where shared occupancy space is occurring
- Assist with the coordination and communication with after school groups or outside vendors who use the Charter School
- Must understand and follow practices, policies and procedures regarding:
    - Laws, rules and regulations related to assigned activities.
    - District operations policies, procedures and objectives
    - Health and safety regulations.
- Assists in maintaining standards of school safety and civility and ensuring the observance of rules and procedures by students and staff on a school campus at the direction of the Charter School administrator.

Minimum Qualifications:

- At least 2 years of successful prior experience working with students in a learning environment is preferred
- Bilingual in Spanish preferred
- Intermediate proficiency in Microsoft Word, Excel, and Outlook
- Must be flexible, positive, detail-oriented, team player patient and willing to learn.

Supervision Aide (Classified)

Job Description: The Supervision Aide reports to the Site Administrator or his/her designee and is responsible for ensuring the observance of the rules and procedures by students and others on a school campus. The Supervision Aide will foster a collaborative and stimulating school environment for a diverse group of students, as well as foster a strong collaboration between parents, faculty members, board members and community partners.

Responsibilities:

- Supervise non-classroom areas: in hallways, indoor assembly areas, outdoor eating areas, restrooms, playground and other areas as assigned
- Enforce Charter School rules and expectations
- Report problems of serious nature, including recurring behavioral problems and safety hazards, to site administrators
- Collaborate with school staff to alleviate behavioral problems occurring during supervision periods
- Assume responsibilities in inclement weather as assigned by site administrators
- Conduct campus safety checks during breaks, lunch, before and after school

- Maintain constant movement and active supervision throughout campus
- Communicate to school administrators regarding causes and effects of campus and community tension.
- May assist in record-keeping regarding student discipline (ex: BIFs, 30 Day Contracts, Class Dojo Reports, PowerSchool Logs).
- Provide supervision personnel in inclement weather as assigned by site administrators
- May direct students and others and take action, as necessary, to prevent injury to persons or damage to property.
- May assist a certificated employee in supervising students during field trips and special events.
- May deliver, set up, lay out, or collect equipment and other materials.
- May assist school administrators in contacting parents regarding students with behavioral problems and in discussing campus security with parent and community groups.
- May work with groups authorized to be on the campus before and after school and keep the campus free of unauthorized persons.

Minimum Qualifications:

- At least 2 years of successful prior experience working with students in a learning environment is preferred
- Bilingual in Spanish preferred
- Must be flexible, positive, detail-oriented, a team player, patient and willing to learn in a fast-paced environment
- Understand and follow oral and written directions

Element 6 – Health and Safety Procedures

"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 it with a criminal record summary as described in Section 44237
(ii) For all schools, the development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) of paragraph (2) of subdivision (a) of Section 32282 (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school." **(Ed. Code § 47605(c)(5)(F).)**

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District's Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan ("Plan"), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School's requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School's health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

Comprehensive School Safety Plan

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying 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, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J):

- Child abuse reporting procedures
- Routine and emergency disaster procedures
- Policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Education Code section 49079
- A discrimination and harassment policy consistent with Education Code section 200
- Provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel" if applicable
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- A safe and orderly environment conducive to learning at the Charter School
- The rules and procedures on Charter School discipline
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on Charter School campus(es) and at school-related functions.

CHILD ABUSE AND NEGLECT MANDATED REPORTER TRAINING

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

MEDICATION IN SCHOOL

The Charter School will adhere to Education Code section 49423 regarding administration of medication in school. Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

ATHLETIC PROGRAMS

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code section 49475) offered by or on behalf of Charter School.

If the Charter School offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire and regularly test and maintain at least one automated external defibrillator (AED) for the Charter School, and make the AED available at on-campus athletic activities or events according to the requirements of Education Code sections 35179.4 and 35179.6.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its employees, officers, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

All teachers in Charter School shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341.

TRANSPORTATION SERVICES

Effective July 1, 2025, 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.

WORKPLACE VIOLENCE PREVENTION PLAN

Effective July 1, 2024, 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.

HOMICIDE THREATS

Charter School shall comply with all requirements under Education Code sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All Charter School employees and governing 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.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis pursuant to Education Code section 49450 et seq, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

MENTAL HEALTH EDUCATION

If Charter School offers one or more courses in health education to students in middle or high school, Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code section 51925, *et seq*.

MENTAL HEALTH INFORMATION

Charter School shall create and post a poster at the schoolsite identifying approaches and resources addressing student mental health in compliance with Education Code section 49428.5. The poster shall be displayed in English and any primary language spoken by 15 percent or more of students enrolled at the schoolsite as determined pursuant to Education Code section 48985. The poster

shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the schoolsite. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

GUN SAFETY NOTICE

Pursuant to Education Code section 49392, at the beginning of the first semester of each school year, 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.

SUICIDE PREVENTION POLICY

If Charter School serves students in any grades Transitional Kindergarten/Kindergarten through 12, Charter School shall comply with the requirements of AB 2246 (2016) and AB 1767, codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and adopted at a regular public hearing. The Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

HUMAN TRAFFICKING PREVENTION RESOURCES

If the Charter School serves students in any grades 6-12, it shall identify and implement the most appropriate methods of informing parents/guardians of human trafficking prevention resources as required by Education Code section 49381.

FEMININE HYGIENE PRODUCTS

If the Charter School maintains any combination of classes in grades 6-12 that meets the 40% pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code, then it shall stock at least 50% of its restrooms with feminine hygiene products at all times, and shall not charge students for these products, as required by Education Code section 35292.6.

ALL GENDER RESTROOMS

Pursuant to Education Code section 35292.5, on or before July 1, 2026, 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. Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

NUTRITIONALLY ADEQUATE FREE OR REDUCED-PRICE MEAL

The Charter School shall provide each needy student, as defined in Education Code section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code section 49553(a), during each school day.

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, Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, for at least 30 minutes on regular instructional days and at least 15 minutes on early release days. 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.

CALIFORNIA HEALTHY YOUTH ACT

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act. (Ed. Code § 51930, et seq.)

BULLYING PREVENTION

Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the California Department of Education pursuant to Education Code section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with pupils.

LGBTQ Resources Training

Charter School recognizes that it is encouraged to use schoolsite and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every 2 years to teachers and other certificated employees at each Charter School schoolsite that serves pupils in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.)

Transportation Safety Plan

The Charter School shall develop and maintain a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, the Charter School shall ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Ed. Code § 39831.3; Veh. Code § 28160.)

Element 7 – Means to Achieve Racial and Ethnic, Special Education, and English Learner, including Redesignated Fluent English Proficient Pupils Balance

"The means by which the 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." (Ed. Code § 47605(c)(5)(G).)

COURT-ORDERED INTEGRATION

Charter School shall comply with all requirements of the *Crawford v. Board of Education, City of Los Angeles* court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order by the District's Student Integration Services (collectively the "Court-ordered Integration Program"). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD's Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW*)). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District's Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District's goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. The District may receive the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

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 Horizon is committed to serving all students. We therefore recruit an ethnically and academically diverse population from the area immediately surrounding the Charter School. Additionally, we recruit students and families through outreach efforts with 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. These organizations are encouraged to refer families to Vista Horizon via flyers and phone conversations with local community-based

organizations. All community recruitment outreach are conducted throughout the year on an ongoing basis.

Vista Horizon 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. Activities include Meet & Greet events, school tours, family information sessions, and enrollment fairs held at the school campus and in surrounding community locations. Each year, outreach activities include the Meet & Greet in July or August at VHGA, providing prospective families with information about the school's academic programs, GEAR values, enrollment process, and student support. In addition, VHGA will participate in local community events, such as the Guatemalan Fair at Lafayette Park in late August or early September and the Ciclavia event in October.
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 Horizon 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). VHGA will only participate if invited by the local preschool to attend the parent meeting.
5. Vista Horizon 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 Horizon Global Academy's comprehensive effort to reach a large number of groups representing diverse populations that exist in Los Angeles, 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.

VHGA highlights programs such as MTSS, ELD, and its fully inclusive special education program on its website, marketing materials, and through family outreach to ensure the enrollment of students with disabilities and English Learners is reflective of the proportions of the surrounding community and District demographics. During recruitment presentations, VHGA leadership addresses the multilingual supports, specialized academic services, intervention programs, and inclusive instructional practices that support English Learners and students with special needs. During campus visits and tours with prospective families, VHGA

leadership includes a meet and greet with the VHGA Educational Specialist and showcases VHGA's fully inclusive special education program.

VHGA 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

"Admission policies and procedures, consistent with subdivision (e)." (Ed. Code § 47605(c)(5)(H).)

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the federal 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. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School will enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

NON-DISCRIMINATION

Charter School 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, including immigration status, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student's IEP, Section 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.

Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student's records to be submitted before enrollment. The Charter School shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquiries about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

Charter School shall adopt policy that is consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

PREGNANT AND PARENTING STUDENT ACCOMMODATIONS

Charter School shall provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The Charter School shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students. (Ed. Code §§ 222, 222.5, 46015.)

SEXUAL HARASSMENT POLICY NOTICE

The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at each schoolsite and in public areas at each schoolsite.

If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level. If Charter School operates multiple school sites, this information shall be disaggregated by school site. (Ed. Code § 221.9.)

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 records[1]

Student Recruitment

As detailed in Element 7, VHGA, in order to recruit low-achieving, economically disadvantaged students and students with disabilities, will do the following:

- Recruit students from the surrounding community where the public schools are characterized by low achievement and a predominantly Title 1 population.
- Distribute flyers in Spanish and English to the local elementary schools with the consent of that school's administration. The flyers will include enrollment period and lottery information (location, date, time).
- Ensure potential students and families understand there are no qualifications required for admission to VHGA and encourage all students to apply.

Lottery Preferences and Procedures

Vista Horizon Global Academy shall admit all pupils who wish to attend the Charter School, up to capacity. There will be no admission requirements for the Charter School (e.g., minimum grade point average, test scores, discipline records, etc.). Parents and students admitted to the Charter 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 families understand these expectations and that they are aware of the different ways they can be involved in the Charter School.

Admission Preferences
Existing students are exempt from any lottery and shall be guaranteed enrollment for the following school year listed in priority order.

1. An admission preference shall be extended to pupils who reside in the Los Angeles Unified School District boundaries, as required by law and District procedures..
2. VHGA shall also extend an admission preference to siblings of students attending the Charter School to support families.
3. VHGA shall also extend an admission preference to children or immediate relatives (i.e. brother or sister) of VCPS employees to support families.

Implementation of the Public Random Drawing

[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.

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, as indicated in the table below, 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 Horizon 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. VHGA will use PowerSchool's Enrollment platform to conduct the lottery to ensure fair execution of the lottery procedures. 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, as indicated in the table below. 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 by confirming the admission and completing the enrollment form on the PowerSchool Enrollment platform.

Parents and students will be informed of the timeline, rules, and procedures 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, including the fact that the public may attend or observe, are also available for all staff and other interested parties by request and on the Charter School's website. Parents will be notified that their student(s) have been offered a seat as a result of the lottery via telephone, email or mail by the office manager.

After all grade levels have reached capacity, a waitlist will be established based on the order of applications drawn during the lottery. Within one week of the lottery, parents will be notified of their status on the waitlist. 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. 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. When students are moved from the waitlist to the admitted list based on grade level capacity, parents will be notified by telephone, email or mail by the office manager.

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 by confirming the admission and completing the enrollment form on the PowerSchool Enrollment platform..
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 Charter 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 lottery application 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 VCPS Superintendent will determine the fairest method for resolution of the issue.

Vista Horizon 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 15th – January 15th	Open enrollment period. Application forms are available on-line on the VHGA website, in the main office, at parent informational sessions, and community events.
November - January	Parent Informational Sessions are held.
January 15th	Application forms for the following school year due (VHGA Main Office)
January 20th	Public random drawing at 3:30pm in the VHGA Main Office (if necessary, based on the number of applications received for each grade level).
January 21st – 22nd	Admission notification and enrollment packets will be distributed to parents, for students who have been selected to attend VHGA in the public random drawing.
January 21st – 27th	Complete enrollment packets due: VHGA Main Office

Element 9 – Annual Financial Audits

***"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."* (Ed. Code § 47605(c)(5)(I).)**

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(c)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

a. Provisional Budget – Spring prior to operating fiscal year
b. Final Budget – July of the budget fiscal year
c. First Interim Projections – November of operating fiscal year
d. Second Interim Projections – February of operating fiscal year
e. Unaudited Actuals – July following the end of the fiscal year
f. Audited Actuals – December 15 following the end of the fiscal year
g. Classification Report – monthly according to Charter School's Calendar
h. Statistical Report – monthly according to Charter School's Calendar of Reports
   In addition:
   - P1, first week of January
   - P2, first week of April
i. Instructional Calendar – annually five weeks prior to first day of instruction
j. Other reports as requested by the District

Annual Audit Procedures

An independent financial audit will be conducted at Vista Horizon Global Academy annually. Vista Horizon 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 VHGA will send a copy of its annual audited financial report to LAUSD, 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 VCPS Board of Directors with recommendations on how to resolve them. The VCPS Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District 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 and Expulsion Procedures

"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 is 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 schooldays 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 foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder 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."* (Ed. Code § 47605(c)(5)(J).)**

GENERAL PROVISIONS

Charter School shall provide due process for all students, including 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.

Charter School 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.

Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy.. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School 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.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder 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, or educational rights holder 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 in this section.

HOMEWORK TO SUSPENDED STUDENTS

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student's parent/guardian. If a homework assignment is requested and turned in to the student's teacher either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded before the end of the academic term, then that assignment shall not be included in the calculation of the pupil's overall grade in the class. (Ed. Code § 48913.5)

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If

a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

A. Was the misconduct caused by, or directly and substantially related to the student's disability?
B. Was the misconduct a direct result of the Charter School's failure to implement Section 504?

NOTIFICATION OF THE DISTRICT

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
  A. Was the misconduct caused by, or directly and substantially related to the student's disability?
  B. Was the misconduct a direct result of Charter School's failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student

records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, involuntary removals, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter 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 Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

Charter School's governing board 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, Charter School's governing board shall readmit the pupil, unless Charter 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

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

GUN-FREE SCHOOLS ACT

Charter School shall comply with the federal Gun-Free Schools Act.

General Provisions

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/guardians[2] 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.

School Climate And Student Discipline System

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). VHGA cultivates a positive school environment that is characterized

[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.

by mutual respect. Students are introduced to the Charter School's expectations during the student orientation days, and they are also reviewed on the first day of school.

At VHGA 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). VHGA takes a proactive school- wide approach to behavior management. As a Character Counts school, Vista Horizon 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 Charter School.

VHGA's discipline policy combined with the GEAR Matrix (Grit, Empathy, Accountability and Respect) 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

VHGA'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. The VHGA staff also reviews the Restorative Behavior Policy during professional development on an annual basis.

VHGA uses age-appropriate responses to address and correct student misconduct, such as the following:

Behavior	Age-Appropriate Response
Calling out or interrupting	Practice raising a hand, provide a reminder of expectations, and have the student rehearse the correct behavior.
Not following directions	Restate the expectation, give a choice, allow think time, and have the student complete the task before moving on.
Running in the classroom or hallway	Stop, review safety expectations, practice walking correctly, and praise appropriate behavior.
Talking during instruction	Redirect with a nonverbal cue, move closer to the student, provide a reminder, and reinforce when the student is on task.
Minor disrespect (eye rolling, arguing)	Calmly acknowledge feelings, reteach respectful communication, and have the student practice an appropriate response.

Behavior	Age-Appropriate Response
Inappropriate language	Explain why the language is inappropriate, teach replacement words, and have the student apologize if someone was hurt.
Refusing to work	Check for the reason behind the refusal, offer support or choices, break the task into smaller steps, and celebrate completion.
Off-task behavior	Redirect, provide a movement break if needed, review expectations, and reinforce engagement.
Pushing, grabbing, or rough play	Ensure everyone is safe, discuss safe hands, practice appropriate interactions, and facilitate a restorative conversation if another student was involved.
Taking another student's belongings	Have the student return the item, discuss respect for others' property, apologize, and practice asking for permission.
Minor dishonesty	Discuss the importance of honesty, allow the student to correct the mistake, and reinforce truthful behavior.
Disrupting learning	Provide a warning, redirect, assign a brief reflection activity, and have the student rejoin when ready to participate appropriately.

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 Charter School's website, and shall also be available upon request in the main office of the Charter 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

VHGA staff enter behavioral data into PowerSchool. VHGA's Behavior Interventionist regularly monitors behavioral data and collaborates closely with teachers and other school-site staff to ensure behavioral interventions are being effective.

Vista Horizon Global Academy System

Alternative Means of Correction

Students may not be suspended or expelled for willful defiance or disruption. Alternatively, Charter School staff may refer a student who engages in willful defiance and/or disruption to the Principal or designee for appropriate and timely in-school interventions or supports. Within five (5) business days, the Principal or designee shall:

1) Document the actions taken and save the document to the student's record
2) Inform the referring staff member what actions were taken and if none, the rationale used for not providing any appropriate or timely in-school interventions or supports.

For a student who has been suspended, or for whom other means of correction have been implemented, for an incident of racial bullying, harassment, or intimidation, Charter School may require all students associated with the incident(s) to engage in restorative justice practices and/or cultural sensitivity programs.

Charter School may utilize the Multi-Tiered System of Supports, which includes restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support, to help students gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community.

The Charter School has not adopted the LAUSD Matrix for Student Suspension and Expulsion Recommendation as its list of offenses. Instead, it has adopted a "Two List" format that differs from the LAUSD Matrix lists in the following ways: 1) The Charter School has four lists instead of three 2) The Charter School lists are a) "Must Recommend Expulsion (Non-Discretionary)," b) "Shall Recommend Expulsion Unless Specific Circumstances Render Inappropriate," c) "May Recommend for Expulsion (Discretionary) and d) "May Be Recommended for Suspension" 3) The Charter School does not draw a distinction between limited versus broad discretion to suspend or expel.

The Charter School's policies were developed, over time, in consultation with school leadership, parents, risk management experts, and legal counsel. It factors in the unique characteristics of the Charter School's student population and therefore serves the best interests of the students. The policy aligns with state law and therefore provides adequate safety for students, staff, and visitors to the Charter School.

VHGA Administration, along with the VHGA Behavior Interventionist collect, monitor, and analyze behavior data through PowerSchool, which includes incident reports, office referrals, and actions taken. This data is reviewed on a weekly basis by the Behavior Interventionist to identify trends and patterns in behavior (including frequency, location, time of day, and type of incident), identify students needing tiered interventions or wraparound services, evaluate the effectiveness of restorative interventions, identify staff professional development needs, and examine discipline data by student group for disproportionality and equitable treatment. VHGA Administration and the VHGA Behavior Interventionist provide ongoing professional development for teachers and staff on restorative practices, trauma-informed care, and culturally responsive approaches.

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. VHGA takes a positive proactive, restorative school-wide approach to behavior management as described in the Charter 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

The Charter School will authorize in-school suspension as described below.

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 with a credentialed employee 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.
Students will continue to receive assignments and instructional materials from their teachers. Whenever possible, students will have access to online learning platforms and/or printed assignments to ensure continuity of learning. The teacher will be expected to provide meaningful, grade-level work so that students remain current with classroom instruction. Completed work will be collected and returned to their teacher for grading.

During an in-school suspension, students will also have the opportunity to participate in reflective activities (e.g., behavior reflection sheets, goal-setting exercises), receive targeted social-emotional learning (SEL) lessons, access counseling or check-ins with appropriate school staff, and participate in restorative conversations to repair harm before returning to the classroom These supports aim to address the root causes of the behavior and equip the student with strategies to be successful in the future.

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.

The Charter School will comply with federal and state constitutional procedural and substantive due process requirements (inclusive of rights for foster youth and their representatives) including, but not limited to the following:

- 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 his or her side of the story.
- While VHGA policy does not allow for suspensions of 10 days or more, should this somehow arise, for suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:
    - Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.
    - 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.

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 (and foster youth representatives, if applicable) 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(s) 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.

<u>Suspension Time Limits</u>

- 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. Students with IEPs may not be suspended for more than 10 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.

VHGA 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, VHGA promotes academic growth, independence, and a strong partnership between school and home, as outlined in the Charter School's Homework Policy.

Expulsion Procedures

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 should consist of at least 3 members who do not have an instructional or supervisory relationship with the student and are not a member of the VCPS Board of Directors. 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. For interim placement pending completion of the expulsion process, VHGA will contact the student's district of residence and arrange an appropriate interim placement to provide interim placement services at a community day school or other alternative program.

The expulsion hearing will be presided over by the Expulsion panel, and the outcome will be reported to the VCPS Board of Directors.

Written notice of the hearing shall be forwarded to the pupil and the pupil's parent/guardian in their native language 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, including language support.
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 cross-examine or question all witnesses who testify at the hearing.
8. An explanation of the opportunity to question all evidence presented and to present testimony and other 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(s) 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 Horizon Global Academy.
4. Effective date of the expulsion.
5. Date the student will be reviewed for readmission.

In accordance with Education Code Section 47605(e)(3), the Charter School shall send notice of the expulsion to the student's district of residence within 30 calendar days.

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. The appeal hearing will not constitute a reconsideration of the facts.

Based on the information submitted or requested, the Expulsion Appeals Panel may overturn or uphold the expulsion decision of the Expulsion Panel.

If the Expulsion Appeals Panel determines that the expulsion was not within the Charter School's guidelines, it will 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.

If the Expulsion Appeals Panel upholds the expulsion, 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 VHGA for review. VHGA's Superintendent will determine if enrollment will be granted.

Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Expelled Students/Alternative Education
Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with student and/or student's parent/guardian as requested, or by the school district of residence to assist with locating alternative placements during expulsion.

Readmission
The decision to readmit a pupil previously expelled from VHGA shall be at the discretion of the VCPS Board of Directors following a meeting with the Superintendent or their designee, the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil continues to pose a threat to others or will be disruptive to the school environment. The Superintendent or their designee shall make a recommendation to the VCPS Board of Directors regarding the pupil's readmission. The VCPS Board of Directors shall then make a final decision regarding reinstatement during closed session of a public meeting, reporting out any actions taken during closed session as required of the Brown Act. The pupil's readmission is also contingent upon VHGA's capacity at the time the student seeks readmission. These procedures shall be made available to the student and the student's parent/guardian at the time the expulsion order is issued.

Rehabilitation Plans
Pupils who are expelled from VHGA shall be given a rehabilitation plan upon expulsion as developed by the VCPS Board of Directors at the time of the expulsion order. The rehabilitation plan includes improved behavior, attendance, and academic performance and shall include a date no later than one (1) year from the date of expulsion when the pupil may apply to VHGA for readmission.

The Charter School shall provide written notice to the parent/guardian within thirty (30) days prior to the end of the expulsion term. This notice will request the parent/guardian to submit written documentation to the Charter School showing that the student has met the conditions of the rehabilitation plan. The VCPS Board of Directors shall review these documents and make a final decision regarding reinstatement. If the student does not meet the requirements of the rehabilitation plan as determined by the VCPS Board of Directors, the VCPS Board of Directors shall reconsider the student's request for readmission at a later date, not to exceed one (1) year thereafter.

Element 11 – Employee Retirement Systems

"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." (Ed. Code § 47605(c)(5)(K).)

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School's participation in, and/or coverage of its staff members by, the State Teachers 'Retirement System (CalSTRS), the Public Employees 'Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a "government plan" governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan's requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School's existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

All Vista Horizon 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.

Certificated Staff Members

All eligible certificated staff at VHGA will participate in the State Teachers' Retirement System. VHGA will continue to contribute to these retirement systems for the duration of the Charter School's existence under the same CDS code.

Classified Staff Members

All classified staff at VHGA will participate in the federal Social Security system. VHGA will continue to contribute to these retirement systems for the duration of the Charter School's existence under the same CDS code.

Other Staff Members

All other staff at VHGA will participate in the federal Social Security system. VHGA will continue to contribute to these retirement systems for the duration of the Charter School's existence under the same CDS code.

VHGA reserves the right to offer employees voluntary 403(b) or 457 retirement plans.

Element 12 – Public School Attendance Alternatives

"The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools." (Ed. Code § 47605(c)(5)(L).)

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil's school district of residence in accordance with applicable law and that school district's policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school's charter. If LAUSD is the pupil's school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

Parents and guardians of each student enrolled in Vista Horizon 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 Horizon Global Academy, except to the extent that such a right is extended by the local education agency.

The Charter School supports families interested in learning about their enrollment options by guiding them to nearby schools. VHGA informs families of their public school alternatives by directing families to use resources such as a school district's resident school identifier, a school district's online enrollment portal, or connecting them to the school district's office for placement.

Element 13 – Rights of District Employees

"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." (Ed. Code § 47605(c)(5)(M).)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

No public school district employee shall be required to work at Vista Horizon Global Academy. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to Vista Horizon Global Academy. Employment by Vista Horizon Global Academy provides no rights of employment at any other entity, including any rights in the case of closure of Vista Horizon Global Academy.

Element 14 – Mandatory Dispute Resolution

"The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter." (Ed. Code § 47605(c)(5)(N).)

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of, or relating to, this Charter, except for any claim, controversy or dispute related to the authorization, non-renewal, revision, and/or revocation of this Charter, ("Dispute") shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys 'fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party's attorneys 'fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys 'fees, costs and/or expenses, or mediator's or arbitrator's fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code section 47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 et seq. ("Proposition 39"), shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director

Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Vista Horizon Global Academy
c/o Superintendent
601 North Fairview Street
Santa Ana, CA 92703

2) A written response ("Written Response") shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

   Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

   Director
   Charter Schools Division
   Los Angeles Unified School District
   333 South Beaudry Avenue, 20th Floor
   Los Angeles, California 90017

   Vista Horizon Global Academy
   c/o Superintendent
   601 North Fairview Street
   Santa Ana, CA 92703

2) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration

Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

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. 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.

Element 15 – Charter School Closure Procedures

"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 pupil records." (Ed. Code § 47605(c)(5)(O).)

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(g) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a "Closure Action". A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(f)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(k) and 47607(j), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on "Charter Schools Closure - Requirements and Recommendations" posted on the California Department of Education website. All references to "Charter School" apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.

2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.

3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and

reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.

7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.

8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The students 'school districts of residence

4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure

2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school

2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results

3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.

3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.

5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).

7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.

8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted

accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.

4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

b. Make final federal tax payments (employee taxes, etc.)

c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court. In the event that the Charter School closes, the VCPS Superintendent will serve as the Charter School's closure agent.

Additional Provisions

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.

- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.

- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors:

    (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.

    (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- Minimum Payments or Charges to be Paid to District Arising from the Facilities:

(i) Pro Rata Share: The District shall collect, and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

(ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.

- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

  (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

  (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an

appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers ' Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be $1,000,000 per occurrence/$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.

5. Cyber Liability insurance coverage with minimum limits of $500,000 per occurrence and $500,000 general aggregate.

6. Professional Educators Errors and Omissions liability coverage with minimum limits of $5,000,000 per occurrence and $5,000,000 general aggregate.

7. Sexual Molestation and Abuse coverage with minimum limits of $5,000,000 per occurrence and $5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy. Whether this coverage is separately issued or included by endorsement to another policy, such coverage shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

8. Employment Practices Legal Liability coverage with limits of $5,000,000 per occurrence and $5,000,000 general aggregate.

9. Excess/Umbrella Liability insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 at the outset of the Charter agreement and within 30 calendar days of the inception or effective date of any new policies, renewals, or changes, certificates of insurance evidencing such coverage and signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

> "Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District's and Its Board of Education's status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys 'fees, brought by any

person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys 'fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any

fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days 'notice to Charter School. When 30 days ' notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours' notice.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). (Ed. Code § 47606.5(b).)

Assurances, Affirmations, and Declarations

Vista Horizon Global Academy (also referred to herein as ""Vista Horizon", "VHGA", and "Charter School") shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter "Ed. Code") § 47605(e)(1).)

- Not charge tuition. (Ed. Code § 47605(e)(1).)

- Not discriminate against any pupil on the basis of 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. (Ed. Code § 47605(e)(1); Ed. Code § 220.)

- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)

- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School's capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as "LAUSD" and "District"). Preferences shall not result in limiting enrollment access for 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, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)

- 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, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)
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- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, 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 with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)
- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(2).)

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School's employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

NOTE: This Charter contains specific "Federal, State and District Required Language" (FSDRL), including the *Assurances, Affirmations, and Declarations* section above. The FSDRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the FSDRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the FSDRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the FSDRL contained in the addendum, the provisions of the FSDRL addendum shall control.

Element 1 – The Educational Program

"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 pupils to become self-motivated, competent, and lifelong learners." **(Ed. Code § 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 those goals." **(Ed. Code § 47605(c)(5)(A)(ii).)**

"If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A to G" admissions criteria may be considered to meet college entrance requirements." **(Ed. Code § 47605(c)(5)(A)(iii).)**

LOCAL CONTROL FUNDING FORMULA (LCFF) AND LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(c)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School "shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan." (Ed. Code § 47606.5(d).)

ACADEMIC CALENDAR AND SCHEDULES

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by California Code of Regulations, title 5, section 11960.

MATHEMATICS PLACEMENT

Charter School shall comply with all applicable requirements of the California Mathematics Placement Act of 2015.

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School's admissions, enrollment, and lottery.

WASC ACCREDITATION

If Charter School serves students in grades 9-12, before Charter School graduates its first class of students, Charter School shall obtain, and thereafter maintain, Western Association of Schools and Colleges (WASC) accreditation.

ENGLISH LEARNERS

Charter School shall identify potential English Learners in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective

English language acquisition program that also affords meaningful and equitable access to Charter School's core academic curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD Master Plan for English Learners and Standard English Learners *or* Charter School's own English Learner (EL) Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School's EL program, and shall address the following:

- How Charter School's EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School's core academic curriculum
- How English Learners' specific needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services
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Each year, Charter School shall provide to the CSD a report on its annual evaluation of the effectiveness of its EL program. Upon request, Charter School shall provide a copy of its current EL Master Plan to the CSD.

Charter School shall administer the ELPAC annually in accordance with federal and state requirements.

Charter School shall reclassify English Learners in accordance with federal and state requirements.

Charter School shall provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding Charter School matters to the same extent as other parents.

STUDENTS WITH DISABILITIES

Federal Law Compliance

Charter School 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, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

Special Education Program

Charter School shall ensure that no student otherwise eligible to enroll in Charter School shall be denied, directly or indirectly, admission due to a disability or to Charter School's inability to provide necessary services. Charter School acknowledges that policies and procedures are in place to ensure the recruitment, enrollment, service, and retention of students with disabilities at LAUSD-authorized charter schools, including Charter School.

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a "school of the district" for special education services, Charter School shall execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education and shall be considered a "public school of the District" for purposes of Special Education pursuant to Education Code section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) for purposes of special education and join a SELPA pursuant to Education Code section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b). In this instance, Charter School will execute a MOU with LAUSD on provisions of special education as a member of a non-LAUSD SELPA.

SELPA Reorganization

- The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two charter school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding ("MOU"), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

Use of District's Special Education Policies and Procedures and Data Systems

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of orders imposed upon the District pertaining to special education. All charter schools are required to use the District's Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs ("IEPs") and tracking of related services provided to students during the course of their education.

All charter schools are required to interface with My Integrated Student Information System (MiSiS) via a web based Application Programming Interface (API). MiSiS is a suite of applications which is designed to capture all student data.

Element 2 – Measurable Pupil Outcomes and Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured

"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." **(Ed. Code § 47605(c)(5)(B).)**

"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." **(Ed. Code § 47605(c)(5)(C).)**

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(d)(1), 60605.)

Charter School shall comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School. Upon request, Charter

School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

Element 4 – Governance

"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." **(Ed. Code § 47605(c)(5)(D).)**

GENERAL PROVISIONS

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall not be operated as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. (Ed. Code § 47604.)

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall comply with the Ralph M. Brown Act ("Brown Act"). All meetings of the Charter School's governing board shall be called, held and conducted in accordance with the terms and provisions of Education Code section 47604.1 and the Brown Act including, but not limited to, those related to meeting access and recording, notice, agenda preparation, posting and reporting.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School's website will satisfy this requirement.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(c).

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

Charter School shall comply with the Brown Act and the California Public Records Act.

The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code section 47604.1.

Charter School shall comply with the Political Reform Act of 1974. (Gov. Code § 81000 et seq.)

Charter School and all employees and representatives of Charter School, including members of Charter School's governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

Charter School 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 of the Rehabilitation Act of 1973 ("Section 504"), including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all of its students and employees of the name, office address, and telephone number of the designated employee or employees.

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Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School 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.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of California Code of Regulations, title 5, section 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

RESPONDING TO INQUIRIES

Charter School, including its nonprofit corporation shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter School, including but not limited to its nonprofit corporation, is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School's public funds shall be subject to all necessary and appropriate District charter school oversight.

NOTIFICATION OF THE DISTRICT

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068 and all student confidentiality and privacy laws including compliance with the Family Educational Rights and Privacy Act (FERPA). Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 14. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

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

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

Element 5 – Employee Qualifications

"The qualifications to be met by individuals to be employed by the charter school." **(Ed. Code § 47605(c)(5)(E).)**

EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School 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 but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Element 6 – Health and Safety Procedures

"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." **(Ed. Code § 47605(c)(5)(F).)**

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District's Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan ("Plan"), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School's requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall

ensure that all staff members receive annual training on Charter School's health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

Comprehensive School Safety Plan

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying 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, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J):

- Child abuse reporting procedures
- Routine and emergency disaster procedures
- Policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Education Code section 49079
- A discrimination and harassment policy consistent with Education Code section 200
- Provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel" if applicable
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- A safe and orderly environment conducive to learning at the Charter School
- The rules and procedures on Charter School discipline
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on Charter School campus(es) and at school-related functions.

CHILD ABUSE AND NEGLECT MANDATED REPORTER TRAINING

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

Medication in School

The Charter School will adhere to Education Code section 49423 regarding administration of medication in school. Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

ATHLETIC PROGRAMS

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program offered by or on behalf of Charter School.

If the Charter School offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire and regularly test and maintain at least one automated external defibrillator (AED) for the Charter School, and make the AED available at on-campus athletic activities or events according to the requirements of Education Code sections 35179.4 and 35179.6.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its employees, officers, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

Charter School shall ensure compliance with all requirements of Education Code sections 44830.1, 45125.1, and 45125.2. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

All teachers in Charter School shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341.

TRANSPORTATION SERVICES

Effective July 1, 2025, 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.

WORKPLACE VIOLENCE PREVENTION PLAN

Effective July 1, 2024, 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.

HOMICIDE THREATS

Charter School shall comply with all requirements under Education Code sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All Charter School employees and governing 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.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis pursuant to Education Code section 49450 et seq, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

MENTAL HEALTH EDUCATION

If Charter School offers one or more courses in health education to students in middle or high school, Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code section 51925, *et seq*.

MENTAL HEALTH INFORMATION

Charter School shall create and post a poster at the schoolsite identifying approaches and resources addressing student mental health in compliance with Education Code section 49428.5. The poster shall be displayed in English and any primary language spoken by 15 percent or more of students enrolled at the schoolsite as determined pursuant to Education Code section 48985. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the schoolsite. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

GUN SAFETY NOTICE

Pursuant to Education Code section 49392, at the beginning of the first semester of each school year, 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.

SUICIDE PREVENTION POLICY

If Charter School serves students in any grades Transitional Kindergarten/Kindergarten through 12, Charter School shall comply with the requirements of AB 2246 (2016) and AB 1767, codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and adopted at a regular public hearing. The Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

HUMAN TRAFFICKING PREVENTION RESOURCES

If the Charter School serves students in any grades 6-12, it shall identify and implement the most appropriate methods of informing parents/guardians of human trafficking prevention resources as required by Education Code section 49381.

FEMININE HYGIENE PRODUCTS

If the Chater School maintains any combination of classes in grades 6-12 that meets the 40% pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code, then it shall stock at least 50% of its restrooms with feminine hygiene products at all times, and shall not charge students for these products, as required by Education Code section 35292.6.

ALL GENDER RESTROOMS

Pursuant to Education Code section 35292.5, on or before July 1, 2026, 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. Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

NUTRITIONALLY ADEQUATE FREE OR REDUCED-PRICE MEAL

The Charter School shall provide each needy student, as defined in Education Code section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code section 49553(a), during each school day.

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, Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, for at least 30 minutes on regular instructional days and at least 15 minutes on early release days. 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.

CALIFORNIA HEALTHY YOUTH ACT

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act. (Ed. Code § 51930, et seq.)

BULLYING PREVENTION

Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the California Department of Education pursuant to Education Code section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with pupils.

LGBTQ RESOURCES TRAINING

Charter School recognizes that it is encouraged to use schoolsite and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every 2 years to teachers and other certificated employees at each Charter School schoolsite that serves pupils in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.) Charter school shall provide LGBTQ+ competency training annually, from 2025-26 through 2029-30, as specified in Education Code section 218.3.

TRANSPORTATION SAFETY PLAN

The Charter School shall develop and maintain a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, the Charter School shall ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of

the vehicle before exiting, unless the student activity bus is exempted by law. (Ed. Code § 39831.3; Veh. Code § 28160.)

Element 7 – Means to Achieve Racial and Ethnic, Special Education, and English Learner, including Redesignated Fluent English Proficient Pupils Balance

"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." (Ed. Code § 47605(c)(5)(G).)

COURT-ORDERED INTEGRATION

Charter School shall comply with all requirements of the *Crawford v. Board of Education, City of Los Angeles* court order and the LAUSD Integration Policy adopted and maintained pursuant to the *Crawford* court order by the District's Student Integration Services (collectively the "Court-ordered Integration Program"). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD's Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW*)). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District's Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District's goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. The District may receive the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

Element 8 – Admission Policies and Procedures

"Admission policies and procedures, consistent with subdivision (e)." (Ed. Code § 47605(c)(5)(H).)

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the federal 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. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School will enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of Education Code sections 48850, et seq., 48915.5, 49069.5, and 51225.1, et seq., as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions.

NON-DISCRIMINATION

Charter School 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, including immigration status, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student's IEP, Section 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.

Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student's records to be submitted before enrollment. The Charter School shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquiries about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

Charter School shall adopt policy that is consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless

of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

PREGNANT AND PARENTING STUDENT ACCOMMODATIONS

Charter School shall provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The Charter School shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students. (Ed. Code §§ 222, 222.5, 46015.)

SEXUAL HARASSMENT POLICY NOTICE

The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at each schoolsite and in public areas at each schoolsite.

If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level. If Charter School operates multiple school sites, this information shall be disaggregated by school site. (Ed. Code § 221.9.)

Element 9 – Suspension and Expulsion Procedures

"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 schooldays 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 or 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."* (Ed. Code § 47605(c)(5)(I).)**

- **GENERAL PROVISIONS**

- Charter School shall provide due process for all students, including 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.

- Charter School 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.

Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

- Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

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Charter School 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.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder 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, or educational rights holder 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 in this section.

HOMEWORK TO SUSPENDED STUDENTS

A petition to establish a charter school shall contain, in addition to the reasonably comprehensive description of 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 and the explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that are required by Section 47605, a statement that the suspension procedures will include both of the following requirements:

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student's parent/guardian.

If a homework assignment is requested and turned into the student's teacher either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded before the end of the academic term, then that assignment shall not be included in the calculation of the pupil's overall grade in the class.

(Ed. Code § 47606.2.)

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special

education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

A. Was the misconduct caused by, or directly and substantially related to the student's disability?
B. Was the misconduct a direct result of the Charter School's failure to implement Section 504?

NOTIFICATION OF THE DISTRICT

- Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

  - Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form
  - Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
    - Copy of parental notice of expulsion hearing
    - Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
    - If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA including the Expulsion Analysis page of the pre-expulsion IEP
    - If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:

  A. Was the misconduct caused by, or directly and substantially related to the student's disability?
  B. Was the misconduct a direct result of Charter School's failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student's district of residence within 30 days of the expulsion.

Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

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- **OUTCOME DATA**
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- Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, involuntary removals, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter 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 Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

Charter School's governing board 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, Charter School's governing board shall readmit the pupil, unless Charter 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

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

GUN-FREE SCHOOLS ACT

Charter School shall comply with the federal Gun-Free Schools Act.

Element 10 – Employee Retirement Systems

"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." (Ed. Code § 47605(c)(5)(J).)

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School's participation in, and/or coverage of its staff members by, the State Teachers' Retirement System (CalSTRS), the Public Employees' Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a "government plan" governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 14 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan's requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School's existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

Element 11 – Public School Attendance Alternatives

"The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools." (Ed. Code § 47605(c)(5)(K).)

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil's school district of residence in accordance with applicable law and that school district's policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school's charter. If LAUSD is the pupil's school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

Element 12 – Rights of District Employees

"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." (Ed. Code § 47605(c)(5)(L).)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Element 13 – Mandatory Dispute Resolution

"The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter." (Ed. Code § 47605(c)(5)(M).)

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of, or relating to, this Charter, except for any claim, controversy or dispute related to the authorization, non-renewal, revision, and/or revocation of this Charter, ("Dispute") shall be resolved pursuant to the terms of this Element 13.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys' fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party's attorneys' fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys' fees, costs and/or expenses, or mediator's or arbitrator's fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code section 47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 et seq. ("Proposition 39"), shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile

or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Vista Horizon Global Academy
c/o Superintendent
601 North Fairview Street
Santa Ana, CA 92703

2) A written response ("Written Response") shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.
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   - Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

     Director
     Charter Schools Division
     Los Angeles Unified School District
     333 South Beaudry Avenue, 20th Floor
     Los Angeles, California 90017

     Vista Horizon Global Academy
     c/o Superintendent
     601 North Fairview Street
     Santa Ana, CA 92703

2) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
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3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 14 – Charter School Closure Procedures

"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 pupil records." (Ed. Code § 47605(c)(5)(N).)

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(g) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the

health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a "Closure Action." A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(f)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(k) and 47607(j), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

- The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on "Charter Schools Closure - Requirements and Recommendations" posted on the California Department of Education website. All references to "Charter School" apply to Charter School, including its nonprofit corporation and governing board.
- **Designation of Responsible Person(s) and Funding of Closure**
- Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.
- **Notification of Closure Action**
- Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.

2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.

3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.

7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.

8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

- Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The students' school districts of residence

4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

- In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure

2. The location of student and personnel records

- In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school

2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results

3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer

- Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:
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1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and

inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.

3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.

5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).

7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.

8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

- After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.
- Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

3. An assessment of the disposition of any restricted funds received by or due to Charter School.

- This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

C. Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

D.

- Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

- These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

- The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 10 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.

4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

E.

F. Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

G.

H. Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

I.

- Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.
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- Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

    a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

    b. Make final federal tax payments (employee taxes, etc.)

    c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 14 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 14. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 14 or any provision of this Element 14 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Additional Provisions

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process,

the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.

- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
  •
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors:

    (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.

    (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
  •
- Minimum Payments or Charges to be Paid to District Arising from the Facilities:

    (i) Pro Rata Share: The District shall collect, and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

    (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.

- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
  •

    (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

    (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations

and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 13.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be $1,000,000 per occurrence/$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.

5. Cyber Liability insurance coverage with minimum limits of $500,000 per occurrence and $500,000 general aggregate.

6. Professional Educators Errors and Omissions liability coverage with minimum limits of $5,000,000 per occurrence and $5,000,000 general aggregate.

7. Sexual Molestation and Abuse coverage with minimum limits of $5,000,000 per occurrence and $5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy. Whether this coverage is separately issued or included by endorsement to another policy, such coverage shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

8. Employment Practices Legal Liability coverage with limits of $5,000,000 per occurrence and $5,000,000 general aggregate.

9. Excess/Umbrella Liability insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 at the outset of the Charter agreement and within 30 calendar days of the inception or effective date of any new policies, renewals, or changes, certificates of insurance evidencing such coverage and signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District's and Its Board of Education's status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Annual and Independent Financial and Compliance Audit

Charter School shall provide for an annual and independent financial and compliance audit that shall be conducted in accordance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(m) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

a. Provisional Budget – Spring prior to operating fiscal year
b. Final Budget – July of the budget fiscal year
c. First Interim Projections – November of operating fiscal year
d. Second Interim Projections – February of operating fiscal year
e. Unaudited Actuals – July following the end of the fiscal year
f. Audited Actuals – December 15 following the end of the fiscal year
g. Classification Report – monthly according to Charter School's Calendar
h. Statistical Report – monthly according to Charter School's Calendar of Reports
   In addition:
   - P1, first week of January
   - P2, first week of April
i. Instructional Calendar – annually five weeks prior to first day of instruction
j. Other reports as requested by the District

Audit and Inspection of Records

J. Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.

- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.

- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days' notice to Charter School. When 30 days' notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours' notice.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). (Ed. Code § 47606.5(b).)

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