Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Valley International Prep High School	Michael Horne, Principal	mhorne@viphs.org - (818) 306-2136

Plan Summary 2026-2027

General Information

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

Valley International Preparatory High School (VIPHS) is a small, independent charter high school located in Northridge, California. Serving students in grades 9–12, VIPHS provides a college-preparatory education with a strong emphasis on student voice, academic curiosity, and inclusive community. The school is committed to fostering a supportive environment where students are known well, challenged academically, and empowered to pursue their postsecondary goals with confidence and clarity.

VIPHS anticipates serving approximately 300 students for the coming LCAP year, with plans to eventually expand to 400, drawing from a diverse population across the San Fernando Valley and surrounding communities. The school is proud of its inclusive environment, its robust academic and arts programming—including a nationally recognized contemporary music program—and its personalized college counseling services that guide each student toward a best-fit postsecondary plan.

As a charter school, VIPHS was founded with a mission to reimagine what high school can be: rigorous, relevant, and relationship-driven. Our strategic plan centers on continuous improvement in instruction, expanded student supports, and an unwavering commitment to equity. VIPHS is currently engaged in long-term planning efforts to expand academic offerings, strengthen community partnerships, and ensure every graduate leaves prepared for college, career, and civic life.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

A review of the 2024-25 California School Dashboard reflects a year of significant academic growth and continued strength in school climate and college preparation at Valley International Preparatory High School (VIPHS).

English Language Arts remains a standout area of performance. All students earned a Blue rating with a Distance from Standard score of 92.1 — well above the standard and a remarkable 21-point increase over the prior year. This continues a strong upward trend from 2019, when the school scored 2.9 points below standard. ELA performance is notably strong across all student groups for whom data is available, with Hispanic students scoring 62.4 above standard and socioeconomically disadvantaged students scoring 62.7 above standard — both far exceeding state averages for those groups.

Mathematics earned a Green rating, with all students scoring 20.2 below standard — still below the proficiency benchmark, but significantly stronger than the state average of 42.4 below standard, and reflecting a 5.3-point improvement from the prior year. Longitudinal data shows dramatic progress since 2019, when the school scored 63.2 below standard. While mathematics remains an area for continued growth, the trend line is encouraging and the gap between VIPHS and the state continues to narrow.

College and Career readiness earned a Blue rating, with 86.5% of graduates rated as Prepared — nearly 35 points above the state average of 51.7%. This represents a 5.7-point increase from the prior year and continues a strong upward trajectory, rising from 55.4% in 2019 to 86.5% in 2025. Notably, socioeconomically disadvantaged students at VIPHS achieved an 88.9% Prepared rate, vastly outperforming the state average of 44.8% for that group.

Graduation Rate earned a Green rating at 93.3%, exceeding the state average of 87.8% and reflecting a 4.9% increase over the prior year. The five-year graduation rate further reinforces this strength, with students with disabilities achieving a 100% graduation rate and socioeconomically disadvantaged students graduating at a 96.4% rate.

Suspension Rate earned a Blue rating, with 0.0% of students suspended — a continuation of VIPHS's commitment to restorative practices and a positive school climate. This compares favorably to the state rate of 2.9%, and all student subgroups for whom data is reportable reflect Blue-level performance.

Science is rated Yellow at 53.4 points above standard, which, while above the state average of 52.6, represents an 8.2-point decline from the prior year. This is an area the school is monitoring, and it aligns with local data indicating that NGSS implementation is currently at the Initial Implementation stage (Level 3), presenting an opportunity for continued professional development and instructional focus.

English Learner Progress did not receive a color rating due to the small number of EL students (7 students). Available data indicates that all current EL students have maintained their ELPI levels, with no students declining. While this is a very small population, the school will continue to monitor their progress and provide appropriate language development supports.

All five Local Indicators — Basics, Implementation of Academic Standards, Parent and Family Engagement, Local Climate Survey, and Access to a Broad Course of Study — are rated Standard Met, reflecting the school's operational health and commitment to educational quality. More than 80% of families and students report overall satisfaction with the school program across student groups, and VIPHS was recognized with the College Board's Silver Medal AP Participation award in the prior year.

In summary, VIPHS demonstrates exceptional performance in ELA, college and career readiness, graduation, and school climate, with mathematics and science representing priority areas for continued instructional investment in the coming year.

Reflections: Technical Assistance

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

VIPHS does not currently need or receive technical assistance from LACOE.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A - VIPHS is not identified as needing comprehensive support and improvement.

Support for Identified Schools

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

N/A - VIPHS is not identified as needing comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

N/A - VIPHS is not identified as needing comprehensive support and improvement.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents	LCAP Survey sent annually in the spring to get feedback on goals and identify parental priorities that may not be identified in current LCAP. Feedback from surveys is used to revise and refine goals and metrics when appropriate. Surveys were sent on April 9, 2026 this year.
Certificated and Classified Staff	LCAP Survey sent annually in the spring to get feedback on goals and identify staff priorities that may not be identified in current LCAP. Feedback from surveys is used to revise and refine goals and metrics when appropriate. Surveys were sent on April 9, 2026 this year.
School Site Council	Each spring, the current LCAP and progress is presented to the SSC for commentary and feedback. Commentary and feedback is used to revise and refine goals and metrics when appropriate. The SSC meeting occurred in late April this year.

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

The development of the 2026–2027 LCAP was informed by feedback gathered from educational partners, including parents, students, staff, and the School Site Council. As in prior years, input was collected through our annual spring LCAP survey administered to parents and students, as well as through SSC meetings and ongoing communication with our active parent organization.

Overall, feedback from educational partners reflected a high level of satisfaction with the school program, affirming the priorities and strategies established in previous LCAPs. The consistent message from both parents and students is that VIPHS is delivering on its core mission of providing a rigorous, supportive, college-preparatory experience. As a result, the 2026–2027 LCAP largely reflects a continuation of existing goals and actions, with refinements rather than wholesale changes — a direction that stakeholders themselves endorsed.

This year, VIPHS administered an additional survey specifically focused on student perceptions of technology and engagement. Results from this survey provided valuable insight into how students experience instruction and interact with technology in and out of the classroom. This feedback directly informed our planning in several areas, including professional development priorities for teachers around instructional technology and engaging pedagogy, as well as decisions around course offerings designed to increase student engagement and relevance of learning.

Taken together, educational partner feedback validated the overall direction of the LCAP while providing targeted, actionable input that will shape how we refine our instructional practices and expand learning opportunities for students in the coming year.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	VIPHS will ensure that all students have access to a rigorous, standards-aligned curriculum delivered in small class sizes that includes a variety of Advanced Placement courses, diverse academic and arts electives, and extracurricular opportunities. This curriculum will be delivered by highly effective, fully credentialed teachers, thereby preparing students for a wide range of post-secondary educational opportunities.	Broad Goal

State Priorities addressed by this goal.

Basic Services (Priority 1), Implementation of State Standards (Priority 2), Course Access (Priority 7), and Other Pupil Outcomes (Priority 8).

An explanation of why the LEA has developed this goal.

As a small public charter school, a major challenge for us is providing a wide range of experiences for our students that are somewhat equivalent to a comprehensive public school. As a result, we find it to be particularly important to have an LCAP goal that focuses on providing a wide range of experiences provided by appropriately qualified staff to both better serve our population and to grow our enrollment. Furthermore, our academic program needs to serve our mission and vision of a college-preparatory school that prepares students for and guides them into optimal four-year college placement.

Measuring and Reporting Results

Metric #	Metric	Baseline (23/24)	Year 1 Outcome (24/25)	Year 2 Outcome (25/26)	Target for Year 3 Outcome (26/27)	Current Difference from Baseline
1	ESSA Compliance for Core Subjects	100%	100%	100%	100%	**0%**
2	Adjusted Cohort Graduation Rate	88.5%	93.3%	Projected: 91.1%	≥ 95%	**+2.6%**
3	California A-G Satisfaction Rate	62.8%	86.5%	Projected: 80.4%	≥ 80%	**+17.6%**
4	AP Students Taking At Least One AP Exam	78.1%	80.1%	Projected: 81.3%	≥ 80%	**+3.2%**
5	Four-Year College Acceptance Rate for High School Completers	86%	81.2%	79%	≥ 80%	**-7%**

Goal Analysis for 2025-2026

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

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

VIPHS has continued to make strong progress toward ensuring that all students have access to a rigorous, standards-aligned curriculum taught by highly qualified teachers. There were no major deviations from the planned actions outlined in the LCAP, and implementation across goals remained consistent with prior years. The following reflects key successes and areas of continued focus.

First, outcomes across most metrics reflect strong and sustained implementation. ESSA compliance for core subjects remains at 100%, AP exam participation has grown to 81.3% — already exceeding our Year 3 target of 80% — and the California A-G satisfaction rate, while showing a modest projected decline to 80.4% in 2025-26, continues to meet our target threshold and significantly outpaces the state average. The slight dip from last year's exceptional 86.5% result is understood in context: Year 1 represented a significant rebound year, and the current projection reflects a normalization rather than a trend of concern. We remain confident this metric will hold at or above our 80% target.

Second, the adjusted cohort graduation rate for the Class of 2026 is projected at 91.1% — above our 23/24 baseline, but below our longer-term target of 95%. This cohort was recruited during the pandemic, and many students entered VIPHS carrying the effects of significant middle school learning loss, which translated into early transcript challenges and made the path to on-time graduation more difficult for a subset of students. While our credit monitoring, individualized counseling, and academic intervention systems helped mitigate these challenges, the 91.1% projection reflects the lingering impact of those early high school struggles. We are cautiously optimistic that the current junior class — recruited after the most acute phase of the pandemic — will reflect a stronger rebound, and we anticipate returning closer to our 95% target with the Class of 2027. Socioeconomically disadvantaged students and students with disabilities continue to show graduation outcomes that compare favorably to state peers, which reflects the strength of our individualized support systems.

Third, the one metric that warrants attention is the four-year college acceptance rate for high school completers, which has declined from a baseline of 86% to a projected 79% in 2025-26 — just below our 80% target. This is an area we are actively monitoring. We believe this trend is influenced in part by broader shifts in the college admissions landscape, along with the lingering effects of the pandemic as discussed in our graduation rate. Our college counseling program will continue to evolve in response.

Finally, implementation continues to be strengthened by staffing stability and ongoing professional development. All core teachers remain credentialed, class sizes remain small, and teachers continue to receive support through observations, feedback loops, and curricular review. The expansion of our dual enrollment partnership with Pierce College has further reinforced college readiness and broadened the course options available to students.

Overall, VIPHS remains well-positioned to meet its long-term goals, with implementation proceeding as planned and a continued commitment to refining our approach based on data and stakeholder input.

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

Material differences between budgeted and estimated actual expenditures for the 2025–2026 school year were primarily the result of lower-than-projected enrollment. As a result, overall revenue was lower than anticipated, impacting the total amount available for spending. Despite this, VIPHS continues to strive to allocate and spend funds in a manner proportional to the original budgeted plan, ensuring that services and supports remain aligned with our goals and commitments. Efforts have been made to prioritize essential programs and student services, with careful adjustments to preserve the integrity of the planned percentage of improved services for unduplicated students.

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

The actions implemented under Goal 1 have proven largely effective.

Action 2, Ongoing Review of Curriculum and Instruction, has been particularly impactful. By regularly soliciting feedback from students, staff, and families—and adjusting course offerings and instructional practices accordingly—VIPHS has continued to offer a rigorous and engaging curriculum that meets students' needs. These adjustments have ensured alignment with A–G requirements and helped support a rebound in A–G completion for the Class of 2025.

Action 3, Ongoing Monitoring of Credit Accumulation and College Readiness, has been critical in identifying students at risk of falling behind. Our refined systems for monitoring credits and graduation progress have allowed us to intervene earlier, helping students stay on track for timely graduation and postsecondary eligibility.

Action 4, Academic Support and Enrichment, has also been effective. Targeted interventions—including credit recovery, structured support periods, and college counseling—have helped us respond to student needs in real time. These supports have contributed to improved outcomes on key indicators, including maintenance of high rates of AP exam registration, higher college application rates, and A–G and CCI performance.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

As a result of sustained positive outcomes in key areas such as graduation rate, A–G completion, and College/Career Indicator performance, VIPHS will maintain the current goal, metrics, and associated actions for the 2026–2027 school year. Our ongoing review of implementation and outcomes affirms that the existing strategies are effective in supporting student achievement and postsecondary readiness. No substantive changes are planned at this time.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Appropriate staffing	Recruit and retain high-quality teachers and ensure they are appropriately assigned to classes, while maintaining teacher-to-student ratio of 1:25 or less for each course section.	$1,751,740	
2	Ongoing Review	Administration will conduct ongoing review of curriculum and instruction and get feedback from students, parents, and teachers to make curricular adjustments.	$0	
3	Ongoing Monitoring	Use technology to support continual monitoring of student credit accumulation, grades, and college applications.	$17,107	Y
4	Academic Support and Enrichment	Expand opportunities for academic support and enrichment through intervention classes, counseling services, and assistance with online course providers.	$26,227	Y
5	Professional Development	Provide high quality professional development in-house and assist teachers in accessing outside PD like AP Summer Institute in order to meet students' diverse learning needs and improve learning outcomes.	$15,501	

Goal

Goal #	Description	Type of Goal
2	VIPHS commits to fostering a comprehensive support system that promotes college readiness by providing an engaging, emotionally supportive, and physically safe environment. This will include proactive mental health services, a well-maintained and healthy campus, and resources that nurture students' growth and well-being.	Broad Goal

State Priorities addressed by this goal.

Priority 1 (Conditions of Learning), Pupil Engagement (Priority 5), and School Climate (Priority 6).

An explanation of why the LEA has developed this goal.

VIPHS developed this goal to ensure that academic success is supported by a strong foundation of student well-being. Research and experience show that students are better able to engage in rigorous learning when they feel safe, supported, and connected to their school community. By prioritizing mental health services, campus safety, and a positive school culture, VIPHS aims to create the conditions necessary for all students to thrive and graduate college-ready.

Measuring and Reporting Results

Metric #	Metric	Baseline (23/24)	Year 1 Outcome (24/25)	Year 2 Outcome (25/26)	Target for Year 3 Outcome (26/27)	Current Difference from Baseline
1	Suspension/Expulsion Rate	1%	0%	Projected 1%	≤ 1%	**0%**
2	Average Daily Attendance	92%	92.9%	Projected: 94%	≥ 95%	**+2%**
3	Student satisfaction	94%	94.7%	93.9%	≥ 80% of students satisfied with overall school experience	**-0.1%**
4	Student perception of school safety	86.3%	85.4%	87.1%	≥ 80% of students report feeling safe	**+0.8%**
5	Student perception of inclusivity	87.5%	88.8%	83.1%	≥ 80% of students agree school is inclusive	**-4.4%**
6	Student-Teacher Ratio	18:1	19:1	19:1	≤ 25:1	**NA**

Goal Analysis for 2025-2026

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

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

As with previous years, implementation of Goal 2 has been largely successful. The overall campus climate at VIPHS remains very positive, as reflected in strong student survey results related to safety, inclusivity, and overall satisfaction with the school environment. Students consistently report feeling supported both academically and emotionally.

While most planned actions were implemented as intended, attendance continues to be an area of challenge. However, VIPHS has seen improvement from over the past two years, largely due to the introduction of targeted attendance incentives and recognition programs. These efforts have begun to shift attendance culture in a positive direction, and we will continue building on this momentum in the coming year. While we are still 1% short of our target ADA, things are trending in the right direction.

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

Material differences between budgeted and estimated actual expenditures for the 2025-2026 school year were primarily the result of lower-than-projected enrollment. As a result, overall revenue was lower than anticipated, impacting the total amount available for spending. Despite this, VIPHS continues to strive to allocate and spend funds in a manner proportional to the original budgeted plan, ensuring that services and supports remain aligned with our goals and commitments. Efforts have been made to prioritize essential programs and student services, with careful adjustments to preserve the integrity of the planned percentage of improved services for unduplicated students.

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

Actions 2, 4, and 5 have been effective in supporting a positive school climate. Our counseling program (Action 2) plays a key role in promoting emotional well-being, while our advisory program (Action 4) helps foster strong relationships and reinforce school values. Action 5, which includes enrichment activities and student events, has supported improved attendance through incentives and community-building opportunities that make students feel more connected to campus.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on positive student survey results and improved attendance trends, VIPHS will maintain the current goal, metrics, and actions for the 2026-2027 school year. Reflections on implementation and outcomes indicate that the existing supports are effective, and no substantive changes are planned at this time.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Campus environment	Maintain a safe, clean, and welcoming school environment by funding facility rent, upkeep, and operations. Regularly assess and upgrade facilities as needed to ensure smooth day-to-day functioning and support student success.	$528,152	
2	Effective Counseling Program	Maintain an effective counseling program, keep counselor-to-student ratios below amount recommended by American School Counselor Association, and designate the Director of Counseling as Homeless and Foster Youth liaison.	$164,110	Y
3	Solicit feedback	Survey stakeholders for feedback on school culture and mental health support	$0	
4	Advisory	Plan and implement an effective advisory program	$0	
5	Enrichment	Provide engaging student activities and opportunities for academic enrichment.	$52,629	Y
6	Recruitment	Use marketing and recruitment efforts to build a diverse student body with families from various socioeconomic and ethnic backgrounds	$11,001	

Goal

Goal #	Description	Type of Goal
3	VIPHS aims for all students to meet or exceed state standards in ELA and Mathematics. Success will be measured by performance on the CAASPP, where VIPHS will meet or exceed both state and district averages, as well as comparable local schools. Additionally, VIPHS will make adequate yearly progress measured by internal verified assessments, aiming for at least one year of academic progress annually.	Focus Goal

State Priorities addressed by this goal.

Pupil Achievement (Priority 4)

An explanation of why the LEA has developed this goal.

The goal, metrics, and actions identified as Goal #3 play an important role in charter renewal, as they relate to the academic performance metrics outlined by AB1505 and LAUSD. As a result, we believe these areas warranted their own goal on the LCAP.

Measuring and Reporting Results

Metric #	Metric	Baseline (23/24)	Year 1 Outcome (24/25)	Year 2 Outcome (25/26)	Target for Year 3 Outcome (26/27)	Current Difference from Baseline (24/25 Results)
1	Percentage of students meeting or exceeding standards in ELA	77%	84%	Projected: 80%	Meet or exceed state and district averages	State: 48% LAUSD: 46% VIPHS: 84% (+36%)
2	Percentage of students meeting or exceeding standards in Math	35.71%	46%	Projected: 40%	Meet or exceed state and district averages	State: 37% LAUSD: 37% VIPHS: 46% (+9%)
3	EL Reclassification Rate	28.5%	30%	Projected: 40%	Meet or exceed state and district averages.	State: 16% LAUSD: 21% VIPHS: 30% (+9%)
4	GPA of students with IEPs	2.8	3.1	Projected: 3.2	≥ 2.5	+0.5
5	GPA of EL Students	2.8	2.84	Projected: 2.9	≥ 2.5	+.1%
6	Adequate Yearly Progress as indicated by NWEA MAP assessments	School Met AYP Indicator	School Met AYP Indicator	Projected to meet AYP Indicator	Majority of students meet or exceed yearly growth targets, as measured by NWEA MAP.	N/A - Not quantifiable as difference from baseline.

Goal Analysis for 2025-2026

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

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

Implementation of Goal 3 has been largely successful, with a mix of strong outcomes and areas for continued focus. VIPHS students have consistently exceeded state averages in English Language Arts for many years, reflecting the effectiveness of our literacy instruction and schoolwide emphasis on communication skills. In Math, our scores tend to fluctuate but experienced strong growth in the 2024-2025 school year.

Pther indicators of academic progress remain trong. Students with IEPs and English Learners continue to succeed in the general education curriculum, demonstrating the effectiveness of our inclusive instructional practices and support systems. Additionally, verified data from NWEA MAP testing confirms that the school has adequate yearly progress three years in a row, with most student groups meeting or exceeding growth targets in both ELA and Math.

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

Material differences between budgeted and estimated actual expenditures for the 2025-2026 school year were primarily the result of lower-than-projected enrollment. As a result, overall revenue was lower than anticipated, impacting the total amount available for spending. Despite this, VIPHS continues to strive to allocate and spend funds in a manner proportional to the original budgeted plan, ensuring that services and supports remain aligned with our goals and commitments. Efforts have been made to prioritize essential programs and student services, with careful adjustments to preserve the integrity of the planned percentage of improved services for unduplicated students.

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

Actions 2 and 3 have been particularly effective in supporting progress toward this goal. Biannual diagnostic testing through NWEA MAP (Action 2) has provided valuable data to guide instruction, with all teachers participating in structured data protocols each fall. This process helps identify student needs early and informs targeted support strategies.

Action 3, our special education program, has also been highly effective. Our collaborative consultation model ensures strong communication between general and special education teachers, allowing students with IEPs to access the general curriculum with appropriate supports. These practices have contributed to strong growth and performance among special education students.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

For the CAASPP results metric, the goals been simplified to only measuring vs. the state and district averages, since resident schools comparison is not included in oversight and is more aligned with CA School Dashboard.

Other than that, the current goals, metrics, and actions will remain in place for the 2026-2027 school year, the last year of this LCAP cycle.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Instructional resources	Provide all teachers with necessary instructional materials and technology in order to meet diverse learning needs and support literacy and numeracy	$13,135	
2	Conduct biannual diagnostic testing	Administer NWEA MAP tests to all students in fall and spring of each academic year and use educational software like Read 180, DeltaMath, and others to differentiate and support students who are achieving below grade level.	$11,983	
3	Special Education	VIPHS will maintain an effective special education program that includes in-house case managers/RSP providers and DIS counseling, and contracted services providers for all other services.	$369,175	

Goal

Goal #	Description	Type of Goal
4	VIPHS will actively engage parents and guardians in the educational process, enhancing communication, collaboration, and participation in school governance, decision-making, and learning support, to foster a home-school community that champions student success and well-being.	Broad Goal

State Priorities addressed by this goal.

Parent Involvement (Priority 3)

An explanation of why the LEA has developed this goal.

Schools must form strong relationships with stakeholders and families in particular if they are going to be successful. The school wants to ensure that we engage parents and guardians as partners in the schools' education of students, which in turn research shows will lead to better outcomes. Additionally, fulfilling our four-year college mission and vision requires strong buy-in from our stakeholders, as they are most frequently making the financial decisions that impact students' college choices.

Measuring and Reporting Results

Metric #	Metric	Baseline (23/24)	Year 1 Outcome (24/25)	Year 2 Outcome (25/26)	Target for Year 3 Outcome (26/27)	Current Difference from Baseline
1	Level of overall satisfaction as indicated by parent experience survey	91%	97%	92.3%	≥ 80%	**+1.3%**
2	Overall parent participation in / attendance at a school-related event	82.2%	82%	79%	≥ 80%	**-3.2%**
3	Parent Square engagement / open rate	71%	78.1%	72.9%	≥ 70%	**+1.9%**

Goal Analysis for 2025-2026

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

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

Implementation of Goal 4 has been strong, with no substantive differences between planned and actual actions. VIPHS continues to engage parents and guardians through multiple channels, including school events, college workshops, open houses, and regular communication via ParentSquare and email. Parent satisfaction remains high, as reflected in survey results, and family participation in school events—ranging from performances to IEP meetings—continues to exceed 80%, demonstrating a strong and supportive home-school partnership.

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

No real material differences. This goal does not have a huge amount of budget resources dedicated to it, but is an important one nonetheless.

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

Actions 1, 4, and 5 have been particularly effective in maintaining strong family engagement. Action 1, maintaining strong communication systems like ParentSquare and email updates, has kept families well-informed and connected to the school. Action 4, our regular parent events, developing in partnership with our parent organization, such as fundraiser events and college workshops, has helped build trust and transparency. Action 5, tracking engagement through surveys and open rates, has shown consistently high levels of parent satisfaction and strong participation in school events. Together, these actions have supported a collaborative home-school environment aligned with our goal.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

No changes are planned to the goal, metrics, target outcomes, or actions for the 2026–2027 school year. Reflections on prior practice indicate that current strategies are effective in fostering strong family engagement and support.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Stakeholder outreach	VIPHS will implement and maintain a variety of services including Parent Square, phone communications, and Mailchimp in order to ensure that families are continually informed about their student's progress and can be involved in the school's program.	$15,580	
2	School Site Council	VIPHS will maintain an effective school site council that acts in an advisory capacity to administration and which meets twice a semester and is made up of parents, students, teachers, & administrators.	$0	
3	Survey Stakeholders	VIPHS will administer an annual school experience survey for both students and parents/guardians. Questions will be used by leadership, SSC, and teachers to adjust programmatic offerings to better serve families and respond to their concerns.	$0	
4	Organize Events	VIPHS will schedule regular events like workshops for parents on supporting learning at home, "college knowledge," "Coffee with the Principal," and open houses that invite parents and guardians to participate actively in the school community.	$0	
5	Monitor Student Achievement	Monitor changes in student academic performance, attendance, and well-being as indirect measures of effective home-school collaboration, investment, and communication.	$0	

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-2027

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$250,658	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
6.3%	0%	$0	6.3%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness

1.3	**Action:** Use technology to support continual monitoring of student credit accumulation, grades, and college applications. **Identified Need:** **Foster Youth:** Foster youth often experience school changes, interruptions in enrollment, and gaps in academic records. Technology systems that allow staff to continuously monitor credit accumulation and grades help the school identify problems quickly, ensure students stay on track for graduation, and respond promptly when credits, assignments, or transcripts need attention. Monitoring college applications also helps provide added support to students who may lack stable adult guidance through the college admissions process. **English Learners:** English Learners may need closer monitoring to ensure they are making progress in both graduation requirements and college readiness while also navigating language-related barriers. Technology tools that track grades, credits, and college application milestones help staff identify when EL students may be falling behind, need additional academic intervention, or need more individualized support with college planning and application completion. **Low-Income Students:** Low-income students may face outside barriers that affect academic performance and access to college planning, including limited access to private counseling, transportation, or family familiarity with the college process. Using technology for continual monitoring allows staff to identify concerns early, provide timely intervention, and ensure these students receive support with both academic progress and postsecondary planning so they do not fall through the cracks.	This action helps address the needs of Foster Youth, English Learners, and Low-Income students by allowing staff to identify academic or college-planning concerns early and respond with timely support. Ongoing monitoring of credits, grades, and college application progress is especially important for students who may face instability, language barriers, or limited access to outside guidance and resources. Providing this action on a schoolwide basis ensures that systems are implemented consistently across the school, while allowing staff to more effectively identify and respond to the greater needs of these unduplicated student groups.	Graduation, A-G Satisfaction Rate, and College Matriculation Data

1.4	**Action:** Expand opportunities for academic support and enrichment through intervention classes, counseling services, and assistance with online course providers. **Identified Need:** **Foster Youth:** This action directly supports foster youth by providing structured academic support and personalized intervention, which can address the disruptions and challenges in their educational journey. Counseling services can offer emotional and psychological support, helping them to overcome personal and academic hurdles. **English Learners:** Assistance with online course providers and intervention classes tailored for language support can greatly enhance English Learners' proficiency. This approach not only helps in mastering English but also in understanding core academic content. **Low-Income Students:** Providing access to additional resources like online courses can help mitigate the educational inequalities often faced by low-income students. Enhanced academic support ensures these students can keep up with their peers, reducing the performance gap.	This initiative aims to bridge the educational gap for Foster Youth, English Learners, and Low-Income students by providing targeted academic support and enrichment opportunities that cater to their unique needs. Intervention classes offer personalized instruction to help students grasp challenging concepts, while counseling services address emotional and social barriers to learning. Assistance with online course providers ensures all students have access to a wide range of learning resources, regardless of their socio-economic status. Implementing these services schoolwide acknowledges that while these supports are crucial for the success of our vulnerable student populations, they also benefit the broader student body by fostering an inclusive, supportive learning environment that elevates the entire school community.	Graduation and A-G Satisfaction Rate
2.2	**Action:** Maintain an effective counseling program, keep counselor-to-student ratios below amount recommended by American School Counselor Association, and designate the Director of Counseling as Homeless and Foster Youth liaison. **Identified Need:** **Foster youth:** The designation of a Director of Counseling as a liaison for foster youth ensures that their specific needs are addressed. A lower counselor-to-student ratio means more personalized attention and targeted interventions, which are crucial for students who may need more support due to unstable home environments. **English Learners**: Effective counseling services can help English Learners navigate cultural and language barriers in school, providing support that is sensitive to their unique challenges. **Low-Income Students**: By maintaining low counselor-to-student ratios, schools can provide more comprehensive support, helping to identify and address the socio-economic challenges that may affect low-income students' academic performance.	Maintaining a low counselor-to-student ratio is crucial for providing the intensive, personalized support that Foster Youth and Homeless students require. By designating the Director of Counseling as the Homeless and Foster Youth liaison, the school ensures these students have a dedicated advocate to help navigate their unique challenges. This comprehensive counseling approach supports the emotional and academic needs of at-risk students, while also benefiting the wider student population by creating a more responsive and accessible support system for every student.	Counselor-to-student ratio

2.5	**Action:** Provide engaging student activities and opportunities for academic enrichment. **Identified Need:** **Foster Youth:** Engaging activities can provide foster youth with a sense of normalcy and belonging, crucial for their emotional and social development. Academic enrichment programs can also offer them the skills needed to succeed academically. **English Learners:** Participating in engaging student activities can provide practical contexts where English Learners can practice language skills in real-life scenarios, enhancing both their language acquisition and their integration into the school community. **Low-Income Students:** Enrichment opportunities often expose students to experiences and learning they might not access otherwise. These can level the playing field by giving low-income students access to high-quality programs that enrich their academic and life experiences.	Extracurricular opportunities play a critical role in developing well-rounded students, offering spaces for social, emotional, and academic growth outside the classroom. For Foster Youth, English Learners, and Low-Income students, these activities provide essential access to experiences and networks that might otherwise be out of reach, helping to level the playing field. Schoolwide implementation ensures that all students benefit from enriched learning environments, fostering unity and understanding across diverse student groups.	Rate of student satisfaction with school program

Limited Actions

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

N/A - VIPHS does not have any limited actions due to its small size and enrollment.

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

N/A

Additional Concentration Grant Funding

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

NA - VIPHS does not receive additional concentration grant funding as it does not have a student concentration of greater than 55% of foster youth, English learners, and low-income students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:77	N/A
Staff-to-student ratio of certificated staff providing direct services to students	1:16	N/A

LCFF Budget Overview for Parents: Data Input

Local Educational Agency (LEA) name:	Valley International Preparatory High School
CDS code:	19 64733 0137612
LEA contact information:	Michael Horne
Coming School Year:	2026-2027
Current School Year:	2025-2026

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2026-2027 School Year	**Amount**
Total LCFF funds	$ 4,099,826
LCFF supplemental & concentration grants	$ 250,658
All other state funds	$ 899,888
All local funds	$ 57,763
All federal funds	$ 123,080
Total Projected Revenue	$ 5,180,557

Total Budgeted Expenditures for the 2026-2027 School Year	**Amount**
Total Budgeted General Fund Expenditures	$ 5,053,126
Total Budgeted Expenditures in the LCAP	$ 2,976,340
Total Budgeted Expenditures for High Needs Students in the LCAP	$ 260,073
Expenditures not in the LCAP	$ 2,076,786

Expenditures for High Needs Students in the 2025-2026 School Year	**Amount**
Total Budgeted Expenditures for High Needs Students in the LCAP	$ 227,860
Actual Expenditures for High Needs Students in LCAP	$ 225,301

LCFF Budget Overview for Parents Narrative Responses Sheet

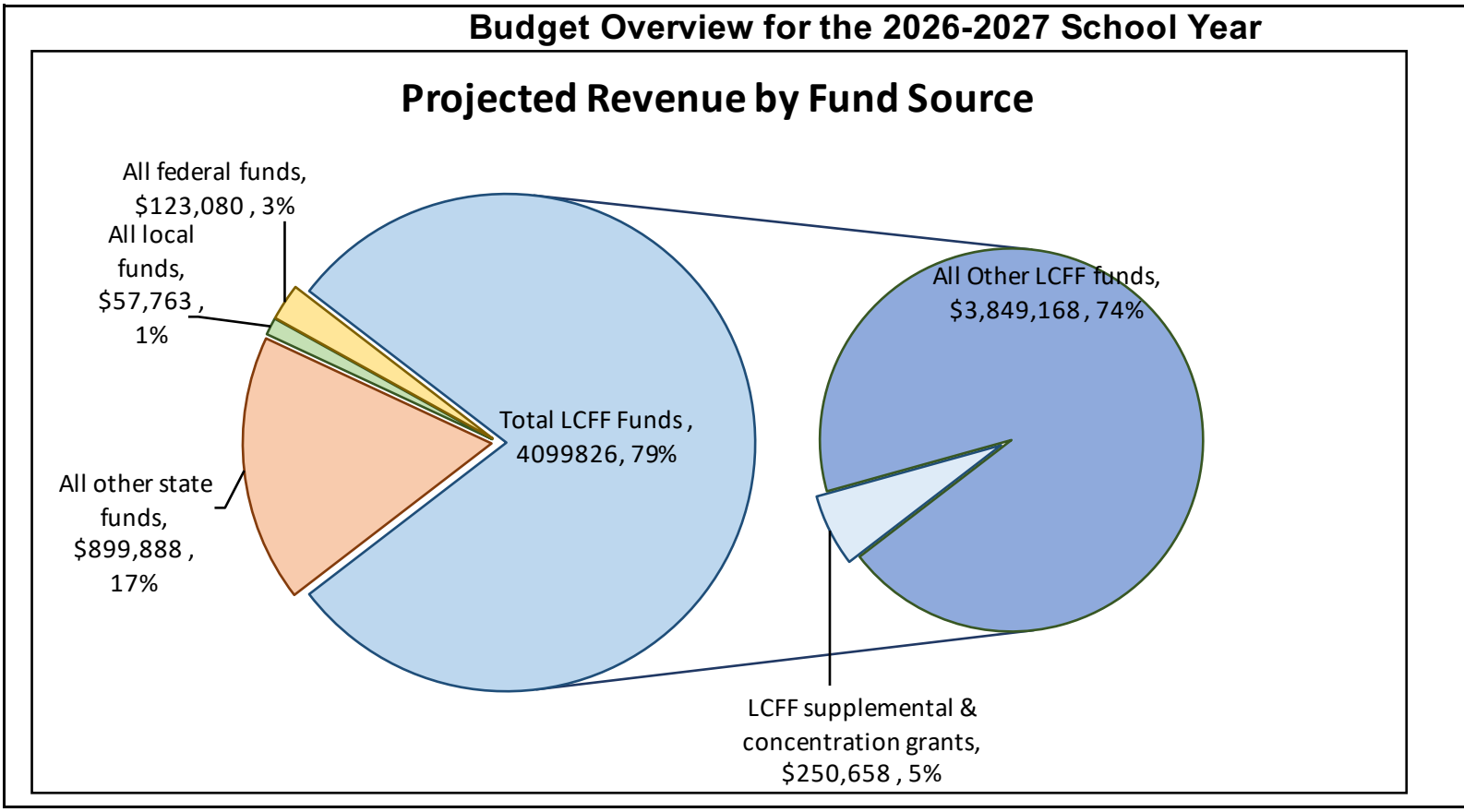
A prompt may display based on information provided in the Data Input tab. If a prompt displays the local educational agency must respond to the prompt.

Required Prompt(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	General Fund Budget Expenditures not included in the LCAP are generally funds that are required to be spent on things like insurance, employee benefits, and office supplies that do not directly relate to the support of a particular LCAP goal but are still required to operate.
No response required.	
The total actual expenditures for actions and services to increase or improve services for high needs students in 2025-2026 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2025-2026.	The initial budget was based on higher enrollment, so the amount we received ended up being less than the original budgeted amount. Funds were still spent proportionally and did not have a measurable impact on the quality of services provided to high needs students. There was only a 2K difference, which was our best year in terms of matching actual expenditures to planned expenditures.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Valley International Preparatory High School
CDS Code: 19 64733 0137612
School Year: 2026-2027
LEA contact information: Michael Horne

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

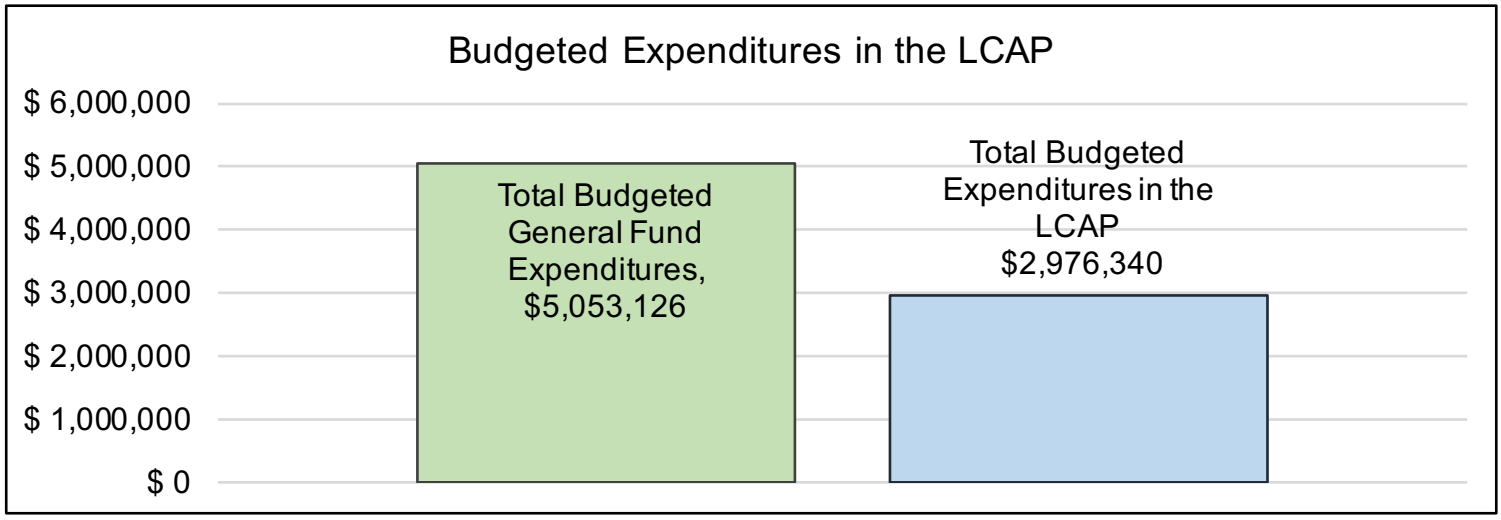


This chart shows the total general purpose revenue Valley International Preparatory High School expects to year from all sources.

The text description for the above chart is as follows: The total revenue projected for Valley International Pre is $5,180,557.00, of which $4,099,826.00 is Local Control Funding Formula (LCFF), $899,888.00 is other sta is local funds, and $123,080.00 is federal funds. Of the $4,099,826.00 in LCFF Funds, $250,658.00 is gener enrollment of high needs students (foster youth, English learner, and low-income students).

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

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Valley International Preparatory High School plans to sp
shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Valley International Preparatory High School plans to sp
for the 2026-2027 school year. Of that amount, $2,976,340.00 is tied to actions/services in the LCAP and $2,
included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the follo

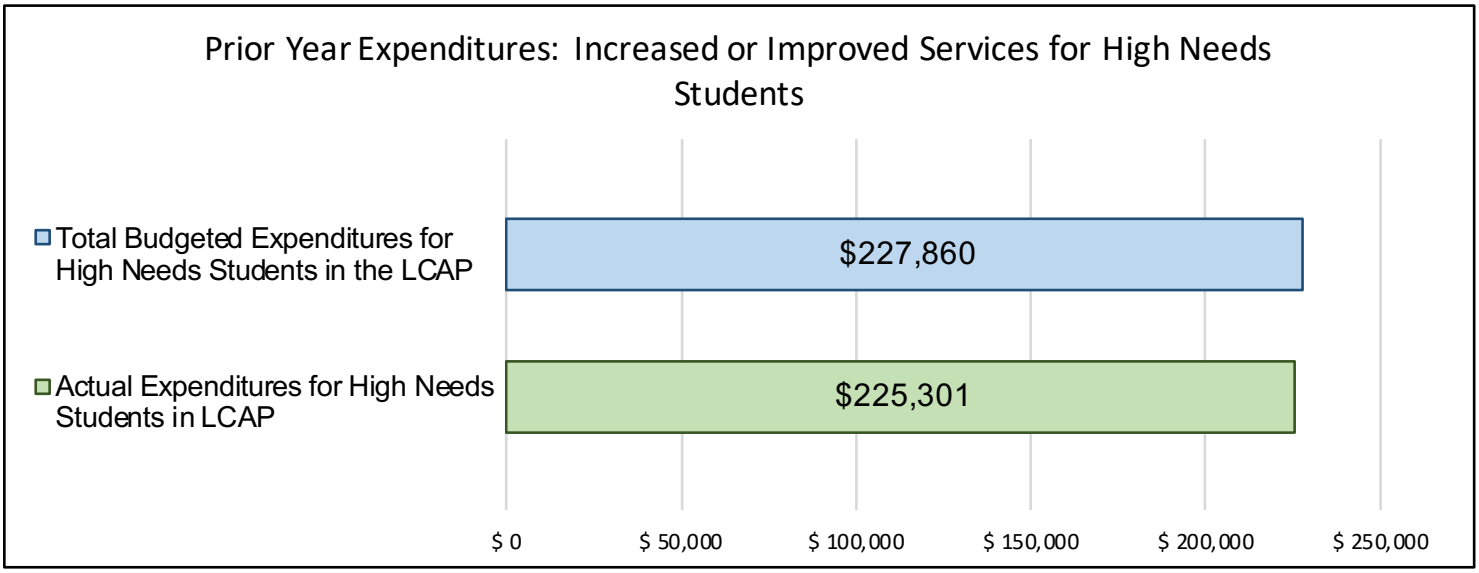
General Fund Budget Expenditures not included in the LCAP are generally funds that are required to be spent on things like insurance, employee benefits, and office supplies that do not directly relate to the support of a particular LCAP goal but are still required to operate.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-202

In 2026-2027, Valley International Preparatory High School is projecting it will receive $250,658.00 based o
foster youth, English learner, and low-income students. Valley International Preparatory High School must d
to increase or improve services for high needs students in the LCAP. Valley International Preparatory High S
$260,073.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 202



This chart compares what Valley International Preparatory High School budgeted last year in the LCAP for that contribute to increasing or improving services for high needs students with what Valley Internationa School estimates it has spent on actions and services that contribute to increasing or improving services for in the current year.

The text description of the above chart is as follows: In 2025-2026, Valley International Preparatory High Sch $227,860.00 for planned actions to increase or improve services for high needs students. Valley Internationa School actually spent $225,301.00 for actions to increase or improve services for high needs students in 20 difference between the budgeted and actual expenditures of $2,559.00 had the following impact on Valley I Preparatory High School's ability to increase or improve services for high needs students:

The initial budget was based on higher enrollment, so the amount we received ended up being less than the original budgeted amount. Funds were still spent proportionally and did not have a measurable impact on the quality of services provided to high needs

2026-2027 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2026-2027	$4,099,826	$250,658	6.114%	0.000%	6.114%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 2,976,340	$ -	$ -	$ -	$ 2,976,340.00	$ -	$ 2,976,340

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Appropriate Staffing	All	No	Schoolwide	All	VIPHS	Yearlong	$ -	$ 1,751,740	$ 1,751,740	$ -	$ -	$ -	$ 1,751,740	0.000%
1	2	Ongoign Review	All	No	Schoolwide	All	VIPHS	Yearlong	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
1	3	Ongoing Monitoring	All	Yes	Schoolwide	All	VIPHS	Yearlong	$ -	$ 17,107	$ 17,107	$ -	$ -	$ -	$ 17,107	0.000%
1	4	Academic Support and Enrichment	All	Yes	Schoolwide	All	VIPHS	Yearlong	$ -	$ 26,227	$ 26,227	$ -	$ -	$ -	$ 26,227	0.000%
1	5	Professional Development	All	No	Schoolwide	All	VIPHS	Yearlong	$ -	$ 15,501	$ 15,501	$ -	$ -	$ -	$ 15,501	0.000%
2	1	Campus Environment	All	No	Schoolwide	All	VIPHS	Yearlong	$ -	$ 528,152	$ 528,152	$ -	$ -	$ -	$ 528,152	0.000%
2	2	Effective Counseling	All	Yes	Schoolwide	All	VIPHS	Yearlong	$ -	$ 164,110	$ 164,110	$ -	$ -	$ -	$ 164,110	0.000%
2	3	Solicit Feedback	All	No	Schoolwide	All	VIPHS	Yearlong	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
2	4	Advisory	All	No	Schoolwide	All	VIPHS	Yearlong	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
2	5	Enrichment	All	Yes	Schoolwide	All	VIPHS	Yearlong	$ -	$ 52,629	$ 52,629	$ -	$ -	$ -	$ 52,629	0.000%
2	6	Recruitment	All	No	Schoolwide	All	VIPHS	Yearlong	$ -	$ 11,001	$ 11,001	$ -	$ -	$ -	$ 11,001	0.000%
3	1	Instructional Resources	All	No	Schoolwide	All	VIPHS	Yearlong	$ -	$ 13,135	$ 13,135	$ -	$ -	$ -	$ 13,135	0.000%
3	2	Biannual Diagnostic Testing	All	No	Schoolwide	All	VIPHS	Yearlong	$ -	$ 11,983	$ 11,983	$ -	$ -	$ -	$ 11,983	0.000%
3	3	Special Education	SWD	No	Schoolwide	All	VIPHS	Yearlong	$ -	$ 369,175	$ 369,175	$ -	$ -	$ -	$ 369,175	0.000%
4	1	Stakeholder Outreach	All	No	Schoolwide	All	VIPHS	Yearlong	$ -	$ 15,580	$ 15,580	$ -	$ -	$ -	$ 15,580	0.000%
4	2	School Site Council	All	No	Schoolwide	All	VIPHS	Yearlong	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
4	3	Survey Stakeholders	All	No	Schoolwide	All	VIPHS	Yearlong	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
4	4	Organize Events	All	No	Schoolwide	All	VIPHS	Yearlong	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
4	5	Monitor Student Achievement	All	No	Schoolwide	All	VIPHS	Yearlong	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%

2026-2027 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 4,099,826	$ 250,658	6.114%	0.000%	6.114%	$ 260,073	0.000%	6.344%	Total:	$ 260,073
								LEA-wide Total:	$ -
								Limited Total:	$ -
								Schoolwide Total:	$ 260,073

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Appropriate Staffing	No	Schoolwide		VIPHS	$ -	0.000%
1	2	Ongoign Review	No	Schoolwide		VIPHS	$ -	0.000%
1	3	Ongoing Monitoring	Yes	Schoolwide	All	VIPHS	$ 17,107	0.000%
1	4	Academic Support and Enrichment	Yes	Schoolwide	All	VIPHS	$ 26,227	0.000%
1	5	Professional Development	No	Schoolwide		VIPHS	$ -	0.000%
2	1	Campus Environment	No	Schoolwide		VIPHS	$ -	0.000%
2	2	Effective Counseling	Yes	Schoolwide	All	VIPHS	$ 164,110	0.000%
2	3	Solicit Feedback	No	Schoolwide		VIPHS	$ -	0.000%
2	4	Advisory	No	Schoolwide		VIPHS	$ -	0.000%
2	5	Enrichment	Yes	Schoolwide	All	VIPHS	$ 52,629	0.000%
2	6	Recruitment	No	Schoolwide		VIPHS	$ -	0.000%
3	1	Instructional Resources	No	Schoolwide		VIPHS	$ -	0.000%
3	2	Biannual Diagnostic Testing	No	Schoolwide		VIPHS	$ -	0.000%
3	3	Special Education	No	Schoolwide		VIPHS	$ -	0.000%
4	1	Stakeholder Outreach	No	Schoolwide		VIPHS	$ -	0.000%
4	2	School Site Council	No	Schoolwide		VIPHS	$ -	0.000%
4	3	Survey Stakeholders	No	Schoolwide		VIPHS	$ -	0.000%
4	4	Organize Events	No	Schoolwide		VIPHS	$ -	0.000%
4	5	Monitor Student Achievement	No	Schoolwide		VIPHS	$ -	0.000%

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 3,782,151.00	$ 3,664,023.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Appropriate staffing	No	$ 1,681,419	$ 1,671,102
1	2	Ongoing review	No	$ -	$ -
1	3	Ongoing Monitoring	No	$ 11,082	$ 14,405
1	4	Academic Support and Enrichment	Yes	$ 13,811	$ 14,111
1	5	Professional Development	No	$ 5,525	$ 5,025
2	1	Campus Environment	No	$ 1,493,059	$ 1,430,499
2	2	Effective Counseling Program	Yes	$ 157,909	$ 157,909
2	3	Solicit Feedback	No	$ -	$ -
2	4	Advisory	No	$ -	$ -
2	5	Enrichment	Yes	$ 56,140	$ 53,281
2	6	Recruitment	No	$ 20,050	$ 10,050
3	1	Instructional Resources	No	$ 18,223	$ 18,523
3	2	Conduct biannual diagnostic testing	No	$ 8,492	$ 6,954
3	3	Special Education	No	$ 295,526	$ 263,510
4	1	Stakeholder outreach	No	$ 20,915	$ 18,654
4	2	School Site Council	No	$ -	$ -
4	3	Survey Stakeholders	No	$ -	$ -
4	4	Organize Events	No	$ -	$ -
4	5	Monitor Student Achievement	No	$ -	$ -

2025-26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 3,681,878	$ 227,860	$ 225,301	$ 2,559	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Appropriate staffing	No	$ -	$ -	0.000%	0.000%
1	2	Ongoing review	No	$ -	$ -	0.000%	0.000%
1	3	Ongoing Monitoring	No	$ -	$ -	0.000%	0.000%
1	4	Academic Support and Enrichment	Yes	$ 13,811	$ 14,111.00	0.000%	0.000%
1	5	Professional Development	No	$ -	$ -	0.000%	0.000%
2	1	Campus Environment	No	$ -	$ -	0.000%	0.000%
2	2	Effective Counseling Program	Yes	$ 157,909	$ 157,909.00	0.000%	0.000%
2	3	Solicit Feedback	No	$ -	$ -	0.000%	0.000%
2	4	Advisory	No	$ -	$ -	0.000%	0.000%
2	5	Enrichment	Yes	$ 56,140	$ 53,281.00	0.000%	0.000%
2	6	Recruitment	No	$ -	$ -	0.000%	0.000%
3	1	Instructional Resources	No	$ -	$ -	0.000%	0.000%
3	2	Conduct biannual diagnostic testing	No	$ -	$ -	0.000%	0.000%
3	3	Special Education	No	$ -	$ -	0.000%	0.000%
4	1	Stakeholder outreach	No	$ -	$ -	0.000%	0.000%
4	2	School Site Council	No	$ -	$ -	0.000%	0.000%
4	3	Survey Stakeholders	No	$ -	$ -	0.000%	0.000%
4	4	Organize Events	No	$ -	$ -	0.000%	0.000%
4	5	Monitor Student Achievement	No	$ -	$ -	0.000%	0.000%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 3,460,412	$ 221,466	0.000%	6.400%	$ 157,909	0.000%	4.563%	$ 63,557.00	1.837%