Local Control and Accountability Plan (LCAP) Documents 2026-2027

Public Hearing: May 28, 2026

Board Adoption: June 25, 2026

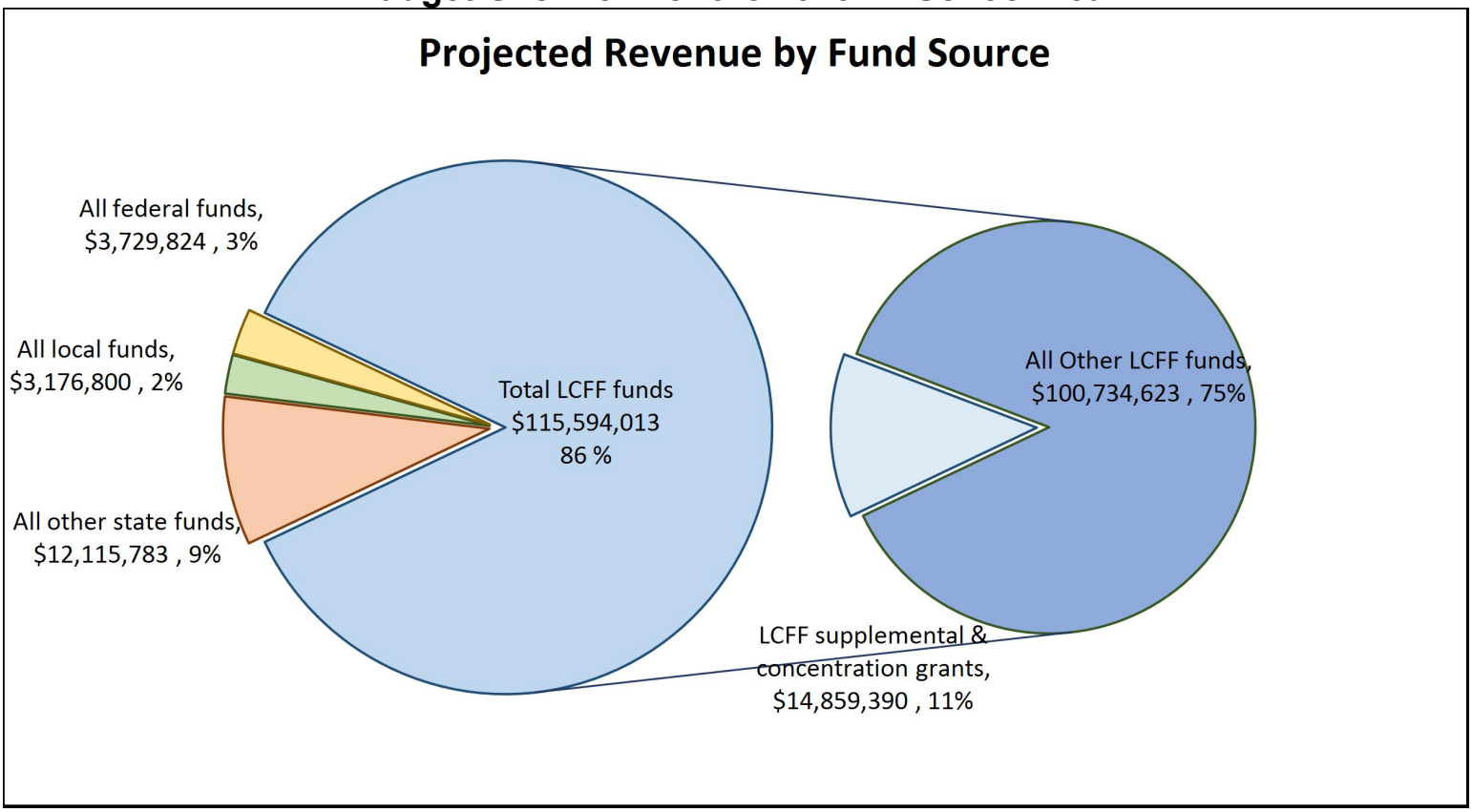
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LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Visions In Education
CDS Code: 34674473430717
School Year: 2026-27
LEA contact information:
Dr. Steve Olmos
Superintendent
superintendent@viedu.org
(916) 883-1626

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

Budget Overview for the 2026-27 School Year

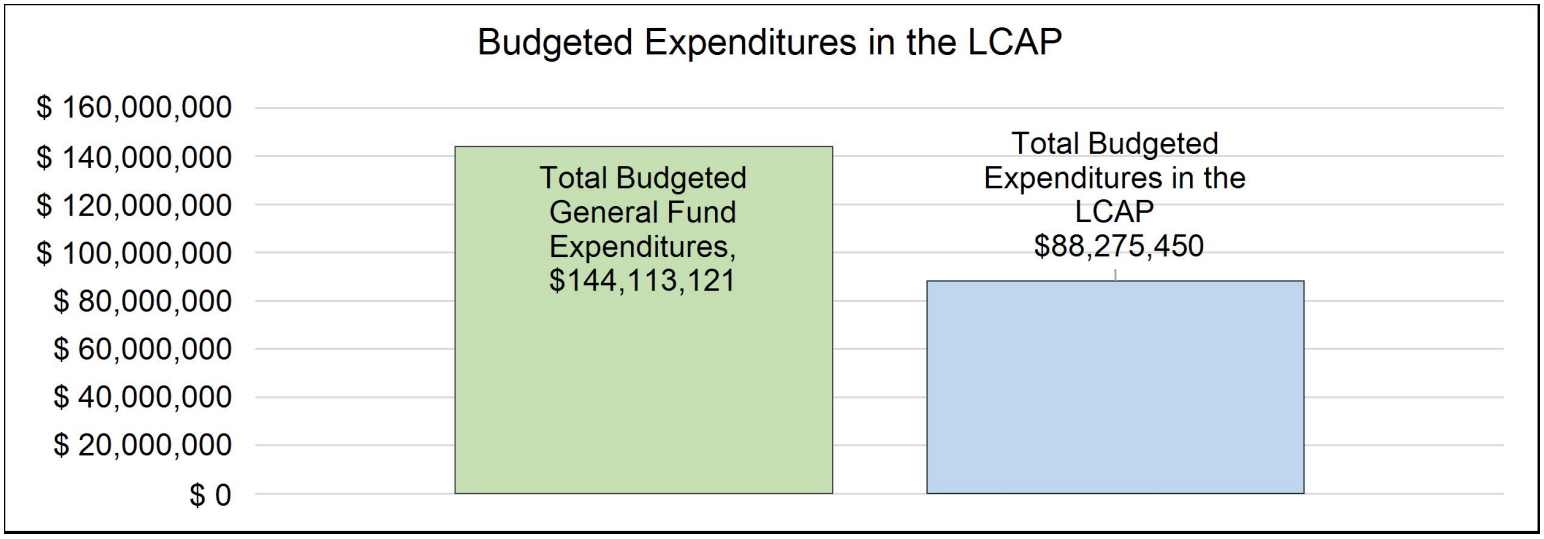


This chart shows the total general purpose revenue Visions In Education expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Visions In Education is $134,616,420, of which $115594013 is Local Control Funding Formula (LCFF), $12115783 is other state funds, $3176800 is local funds, and $3729824 is federal funds. Of the $115594013 in LCFF Funds, $14859390 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Visions In Education plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

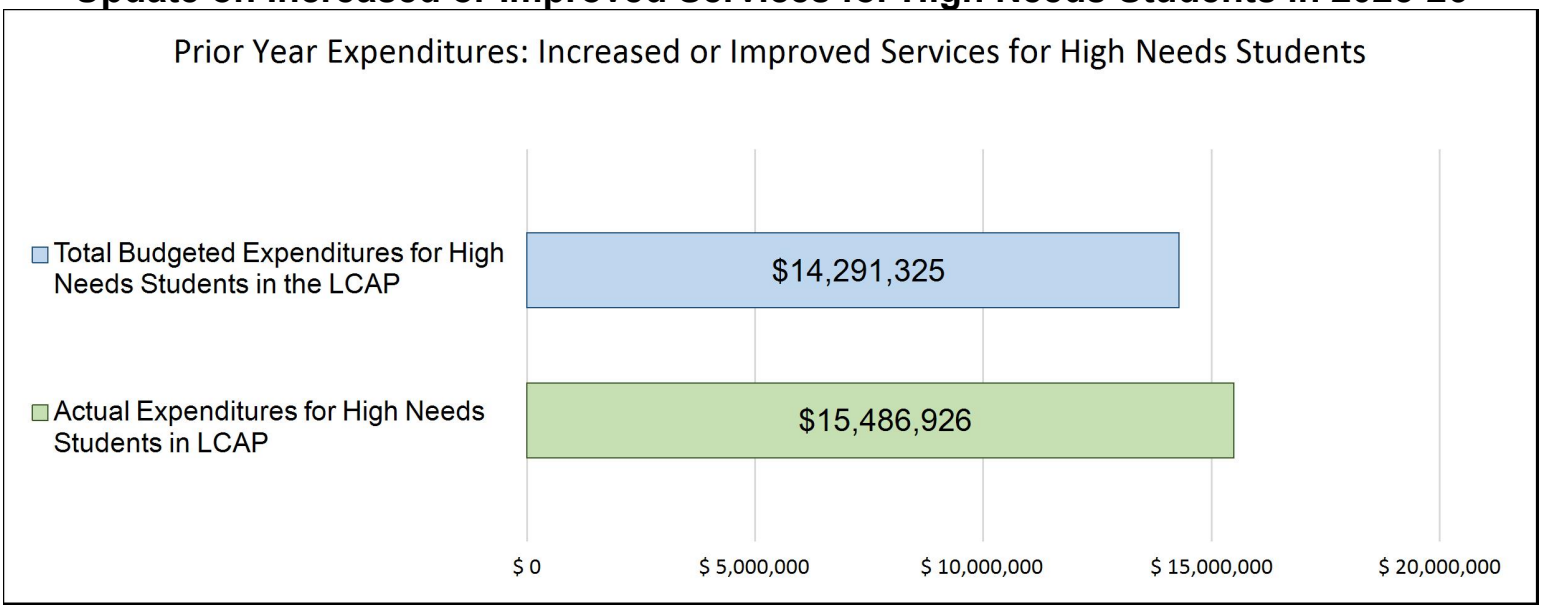
The text description of the above chart is as follows: Visions In Education plans to spend $144113121 for the 2026-27 school year. Of that amount, $88275450 is tied to actions/services in the LCAP and $55,837,671 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Visions In Education is projecting it will receive $14859390 based on the enrollment of foster youth, English learner, and low-income students. Visions In Education must describe how it intends to increase or improve services for high needs students in the LCAP. Visions In Education plans to spend $17958689 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 2025-26



This chart compares what Visions In Education budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Visions In Education estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Visions In Education's LCAP budgeted $14291325 for planned actions to increase or improve services for high needs students. Visions In Education actually spent $15486926 for actions to increase or improve services for high needs students in 2025-26.

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
Visions In Education	Dr. Steve Olmos Superintendent	superintendent@viedu.org (916) 883-1626

Plan Summary [2026-27]

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.

Visions In Education (Visions), a transitional kindergarten through twelfth grade (TK-12) independent study charter school. Visions is chartered through the San Juan Unified School District in Sacramento County and is accredited through the Western Association of Schools and Colleges (WASC). Visions serves students in Sacramento County and its eight adjacent counties, including Amador, Contra Costa, El Dorado, Placer, San Joaquin, Solano, Sutter, and Yolo. Visions serves students who seek an alternative educational model that provides opportunities for greater flexibility in terms of time and delivery of instruction.

Mission Statement:
As an independent study/home school program, Visions In Education utilizes a standards-based education that addresses individual differences and learning styles. We empower students to take ownership and responsibility for their present and future learning by developing their academic, social-emotional, postsecondary, and technological skills.

Vision Statement:
Preparing each student to succeed in a rapidly changing world.

Visions Values

Learning – supporting a learning environment that continuously motivates all individuals to excel
Relationships – creating and maintaining meaningful relationships among students, families, teachers, staff and community partners

Innovation – challenging ourselves to create unique ideas and innovative solutions in a technology-rich environment
Integrity – conducting ourselves with honesty and responsibility
Respect – promoting a school community that appreciates the value of students, families, colleagues and cultures
Accountability – demonstrating personal and institutional accountability for student learning, ethical conduct, and adherence to mandates, policies and procedures
Service – dedicating ourselves to delivering excellent service

Specific unduplicated student groups are represented as follows:

English Learners - 668; 8.5%
Foster Youth - 18; .23%
Homeless Youth - 256; 3.3%
Students With Disabilities - 1321; 16.8%
Socioeconomically Disadvantaged - 4,531; 57.5%
Total population of High Needs (unduplicated) Student Groups: 4,633; 58.8%
(CALPADS P1 Report, October 2025)

Visions has four academies: The Home School Academy, the Online Middle School Academy, the Independent Study Academy, and the University Preparatory Early College Academy. All instruction is aligned to California State Standards and Visions' teachers are all highly qualified to teach the content they teach. Visions serves a diverse student body with students spanning a variety of economic, social, and cultural environments within the geography it serves. The school is committed to equitably serving all enrolled students.

Visions in Education is one school that offers four distinct instructional academies:

Home School Academy

The Home School Academy is a flexible, non-classroom-based setting, with a standards-based independent study program available to TK-8 and 12th grade students whose parents/guardians take a more active role in shaping the educational process. A supervising credentialed teacher is assigned to the family to provide support, oversight, and collaboration with the parent/guardian to implement strategies and an instructional program that supports the individual student's learning needs. The supervising credentialed teacher is responsible for the overall evaluation of all student work, academic assessments, and engagement in the minimum required instructional minutes as per California Education Code 41420. The outcome of this unique collaboration is a personalized learning plan for each student and a regular and ongoing evaluation of developmental and academic progress. The learning plan is adjusted as needed to support students in meeting the California State Standards. Additional instructional support and resources are provided to reinforce an amended learning plan. Visions provides each student with curricular and instructional resources that support the California State Standards.

Online Middle School Academy

The Online Middle School Academy is a live, synchronous, non-classroom-based instructional program designed for 7th and 8th grade students. In this standards-based setting, credentialed teachers deliver daily instruction through a virtual classroom and are responsible for evaluating all student work, administering academic assessments, and ensuring student engagement in the minimum instructional minutes required by California Education Code 41420. Parents and guardians partner with Visions to monitor student progress and provide support as needed. This collaborative approach fosters both academic achievement and personal development, with opportunities for students to extend their learning beyond the virtual environment. Visions equips each student with high-quality curricular and instructional resources aligned to the California State Standards.

Independent Study Academy

The Independent Study Academy offers a flexible, standards-based independent study program for students in grades 9–12. Students receive academic support from credentialed teachers through scheduled virtual and in-person meetings, with access to extended learning and engagement opportunities at designated locations. Designed to support students who are often credit- and/or skill-deficient, the program emphasizes mastery of literacy, numeracy, and life skills such as organization, time management, and communication. A key component of the academy is its dedicated credit recovery program, which serves students who are significantly credit deficient by providing targeted academic interventions and personalized graduation pathways. All students benefit from digital tools, real-time feedback, and face-to-face or virtual tutoring. They also have opportunities to engage in community college courses, Career and Technical Education (CTE) programs, and project-based learning. Teachers provide materials and instruction aligned with California State Standards to support students in reaching their graduation and postsecondary goals.

University Preparatory- Early College Academy

The University Preparatory-Early College Academy is a flexible non-classroom-based setting, with a standards-based independent study program available to students in grades 9-12. Students enrolled in the University Preparatory-Early College Academy receive their primary academic support from an assigned credentialed teacher and various content teachers through face-to-face and virtual visits as established by the school calendar. Learning activities are designed according to a student's current skill level, and the academy provides instructional materials. The University Preparatory-Early College Academy places special emphasis on mastering the knowledge and skills necessary to complete Visions' high school graduation requirements and the necessary coursework to meet the entrance requirements for a four-year college or university. This program supports students seeking a non-traditional schedule and an alternative approach to learning. While Advanced Placement (AP) courses and AP exams are not offered within this program, students have access to dual enrollment opportunities that allow them to earn college credits that may be applied toward an associate degree (AA), allowing them to graduate high school with advanced standing for postsecondary education. Upon graduation from this academy, students are prepared with the coursework and skills to transition to a four-year college or university.

Reflections: Annual Performance

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

Based on a review of the 2025 California School Dashboard, CAASPP results, and local data, Visions In Education continues to make steady progress in key performance areas while also identifying areas requiring targeted intervention and support. The following reflection highlights successes, challenges, and areas for growth, including a focus on student groups with the greatest needs.

At the start of the 2023–2026 LCAP three-year cycle, a review of the 2023 Dashboard identified several student groups performing at the lowest level (red) on state indicators, including graduation rate for all students, English learners, students experiencing homelessness, socioeconomically disadvantaged students, students with disabilities, Hispanic or Latino students, and White students. Additionally, students identifying as two or more races were identified in red for chronic absenteeism, and students experiencing homelessness were identified in red for mathematics. These groups remain a priority within the LCAP, and targeted actions and services have been designed to address their identified needs.

Academic Performance: English Language Arts (ELA)

Visions In Education demonstrated overall stability in ELA performance from the 2023 to the 2025 Dashboard, with performance declining from 1.2 to 10.1 points below standard in 2024 before improving to 3.7 points below standard in 2025. While the all-student group experienced a temporary decline, the recent improvement, along with notable gains among several student groups, suggests that targeted supports are contributing to positive outcomes.

Student Groups Showing the Most Improvement:

Students identifying as Two or More Races: +27.2 points (from -33.8 to -6.6)
Filipino students: +23.8 points (from +10.2 to +34.0)
English Learners: +15.6 points (from -57.5 to -41.9)
African American students: +9.2 points (from -38.7 to -29.5)

While many student groups demonstrated improvement, performance data indicates that several groups continue to require targeted support:

Students with Disabilities: -77.7 points below standard (no significant change from -77.8 in 2023)
Long-Term English Learners: -57.8 points below standard (not a student group in 2023)
Homeless students: -49.9 points below standard (-7.4 point decline from -42.5 in 2023)
English Learners: -41.9 points below standard (+15.6 point improvement from -57.5 in 2023)
Foster Youth: -37.3 points below standard (no data in 2023 due to fewer than 11 students)

Visions In Education’s LCAP addresses ELA achievement gaps through a comprehensive, tiered approach under Goal 1. Key actions include providing instructional leadership and targeted interventions through Curriculum Coordinators (1.10), Intervention Specialists, and Department Chairs (1.1); developing and monitoring individualized learning plans with a focus on high-need student groups (1.2); and offering dedicated English Language Development support and tutoring (1.3, 1.8, 1.12). Additional supports include targeted resources for

Long Term English Learners (1.7), and reduced teacher to student ratios to increase individualized support (1.16, 1.17). Together, these actions are designed to accelerate ELA achievement and close gaps for underserved students.

Academic Performance: Mathematics

Visions In Education demonstrated measurable improvement in Mathematics performance from the 2023 to the 2025 Dashboard, with overall performance improving from 52 points below standard in 2023 to 40.1 points below standard in 2025. This upward trend reflects progress; however, Mathematics remains an area of need, particularly for unduplicated student groups.

Student Groups Showing the Most Improvement:

Students identifying as Two or More Races: +40.0 points (from -88.1 to -48.1)
English Learners: +35.2 points (from -85.3 to -50.1)
Filipino students: +30.5 points (from -30.6 to -0.1)
Pacific Islander students: +48.2 points (from -65.3 to -17.1)

While many student groups demonstrated improvement, performance data indicates that several groups continue to require targeted support:

Students with Disabilities: -117.8 points below standard (from -120.6 in 2023)
Long-Term English Learners: -64.6 points below standard (not a student group in 2023)
Socioeconomically Disadvantaged students: -55.4 points below standard (from -74.1 in 2023)
American Indian students: -71.0 points below standard (from -97.1 tin 2023)
Homeless students: -87.8 points below standard (from -113.8 tin 2023)
Hispanic students: -58.4 points below standard (from -67.9 in 2023)
African American students: -81.6 points from standard (from -108.0 in 2023)

Visions In Education’s LCAP addresses persistent Mathematics underperformance through a coordinated, tiered approach under Goal 1. Key actions include providing targeted, data driven interventions through Intervention Specialists and Department Chairs (1.1); developing and monitoring individualized learning plans aligned to student Mathematics needs (1.2, 1.15); and expanding access to tutoring for at risk students (1.8). Additional support is provided through reduced teacher to student ratios to increase personalized instruction (1.16, 1.17).

Graduation Rate

Visions In Education demonstrated strong improvement in Graduation Rate from the 2023 to the 2025 Dashboard, increasing from 75.2% to 84.2%. This growth reflects the effectiveness of targeted supports, including credit recovery, counseling, and individualized student support systems.

Student Groups Showing the Most Improvement:

Homeless students: 50.4% to 73.9% (+23.5points)
English Learners: 71.1% to 85.5% (+ 14.4 points)
Hispanic students: 68.5% to 82.4% (+13.9 points)
Students with Disabilities: 63.4% to 72.8% (+9.4 points)

While many student groups demonstrated improvement, performance data indicates that several groups continue to require targeted support:

Students with Disabilities: 72.8% in 2025, remain below overall rate
Hispanic students: 82.4% in 2025, remain below overall rate
Homeless students: 73.9% in 2025, remain below overall rate
Two or more races: 79.2% in 2025, remain below overall rate

The significant improvement in graduation rate reflects the cumulative impact of several targeted LCAP actions. The Credit Recovery Program (1.5) continues to be a cornerstone of Visions' graduation strategy, providing a dedicated team focused on supporting students who are credit-deficient in earning their diplomas. Independent Study and University Prep Counselors (2.9) ensures students in grades 9-12 receive dedicated counseling support to navigate graduation requirements and stay on track toward completion. Counseling Program Manager (2.7) provides oversight and coordination of the counseling team, with a direct focus on improving graduation outcomes. The Foster and Homeless Liaison (3.2) addresses the foundational needs of students experiencing housing instability, helping to remove barriers that would otherwise impede attendance and credit accumulation.

College and Career Indicator (CCI)

Visions In Education demonstrated improvement in the College and Career Indicator from the 2023 to the 2025 Dashboard, increasing from 20.1% to 23.8% prepared. While progress is evident, performance remains in the low level, indicating continued need to expand college and career readiness opportunities.

Student Groups Showing Improvement:

All Students: 20.1% to 23.8% (+3.7 points)
Hispanic students: 10.9% to 19.0% (+8.1points)
Socioeconomically Disadvantaged students: 15.6% to 20.7% (+ 5.1 points)
White students: 23.9% to 29% (+ 5.1 points)

While many student groups demonstrated improvement, performance data indicates that several groups continue to require targeted support:

Students with Disabilities: 4.8% to 10.6%
English Learners: 4.8% to 15.6%
Homeless students: 2.5% to 9.7%
African American students: 15.2% to 12.9%
Asian students: 32.7% to 30.3%

The increase in the College and Career Indicator reflects progress in Goal 2 actions to expand college and career readiness. Key efforts include CTE pathways (2.1); college and career planning through Naviance (2.2); expanded access to dual enrollment with targeted support for unduplicated students (2.3); and partnerships that support first generation college bound students (2.4). Additional support is provided through mentorship opportunities (2.5) and strengthened coordination of CTE programs (2.8). While progress is evident, there is a continued focus needed for Students with Disabilities, English Learners, and Homeless students to close gaps in college and career readiness.

Chronic Absenteeism

Visions In Education demonstrated significant improvement in Chronic Absenteeism from the 2023 to the 2025 Dashboard, decreasing from 10.7% to 3.9%. This substantial decline reflects the effectiveness of targeted engagement strategies, early intervention, and increased student support.

Student Groups Showing the Most Improvement:

Homeless students: 32.3% to 18.6% (- 13.7 points)
Students identifying as Two or More Races: 15.1% to 6.0% (- 9.1 points)
English Learners: 14.3% to 6.6% (- 7.7 points)
Hispanic students: 12.6% to 4.5% (- 8.1 points)

While many student groups demonstrated improvement, performance data indicates that several groups continue to require targeted support:

Long-Term English Learners: 12.7%, above overall rate
Homeless students: 18.6%, above overall rate

The reduction in chronic absenteeism from 2023 to 2025 reflects the effectiveness of Goal 3 actions focused on engagement and support. Key efforts include targeted advocacy and wraparound services for foster and homeless youth (3.2); mentoring partnerships that strengthen student connection (3.4); mental health and wellness supports addressing social emotional barriers (3.5); expanded clubs and activities to increase engagement (3.6); and transportation support to reduce access barriers (3.8). Coordinated equity and engagement efforts (3.9) continue to prioritize Long Term English Learners and homeless students, who remain above the overall rate and require ongoing targeted support.

Suspension Rates

Visions In Education maintained a 0% suspension rate, with no student groups in the Red performance band. This reflects continued success in maintaining a positive school climate and implementing proactive student support systems.

Learning Recovery Emergency Block Grant (LREBG)

LREBG funds were fully expended during the 2025–26 school year. As no additional LREBG funds remain available, a needs analysis specific to LREBG funding is not included in this LCAP.

The performance data reflected in this annual review directly informed the design and continued investment in Visions' four LCAP goals. The actions represent a deliberate, data-driven response to the specific student groups and performance areas identified on the Dashboard as requiring the greatest support. Visions will continue to monitor the effectiveness of these actions through ongoing formative assessment data, Dashboard indicators, and CAASPP results, and will make adjustments as warranted throughout the year and in the annual update process.

Reflections: Technical Assistance

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

Visions is not engaging in Technical Assistance at this time.

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.

Visions is not identified for 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.

Visions is not identified for 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.

Visions is not identified for 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
Teachers	Visions In Education prioritized comprehensive engagement with its teaching staff to shape the LCAP. Through structured initiatives, including an Employee Experience Survey conducted in February 2026, and hosting Listening Sessions between February 1st and March 31st. Each teacher was able to participate in a Listening Session with their administrator to ensure all teachers had the option to have their voice heard. Teachers were provided with prompts to offer feedback on our four LCAP goals and the various action items associated with those goals.
Principals/Administrators	Visions In Education involved school principals/administrators throughout the development of the LCAP, adhering to a systematic approach to ensure their valuable input was integrated into the decision-making process. Starting with the Employee Experience Survey in February, administrators were given a platform to articulate organizational strengths and areas for improvement, laying the groundwork for subsequent engagements. Additionally, principals/administrators participated in LCAP Listening Sessions between February 1st and March 31st, to gather feedback specific to our four LCAP goals and associated action items which offered focused insights into critical aspects of the plan.

Educational Partner(s)	Process for Engagement
School Personnel	In fostering a collaborative approach to the development of the LCAP, Visions In Education engaged various school personnel beyond administrators, ensuring their perspectives were integrated into the planning process. Starting with the Employee Experience Survey in February, this inclusive initiative provided a foundation for subsequent interactions aimed at capturing the insights and expertise of different staff groups. Focused feedback sessions were conducted with personnel cohorts, from February 1- March 31. This ensured that staff members participated in a sessions centered on tour four LCAP goals. Moreover, these interactions provided an opportunity for staff members to connect their work to the broader purpose of the organization, reinforcing a shared commitment to student success.
Students	In ensuring a student-centered approach to the development of the LCAP, Visions In Education prioritized meaningful engagement with students, recognizing their invaluable insights into the educational experience. This commitment was shown through the administration of a comprehensive student survey, which garnered 1,157 responses and delved into key elements of the CA Healthy Kids Survey. Topics covered in the survey included relationships and connectedness, safety, academic progress, student engagement, college and career readiness, and overall satisfaction, providing a holistic understanding of students' perspectives and needs. Furthermore, Visions In Education implemented student listening sessions that were hosted as outlined below: Students Grades 9-12 English: Morning and Afternoon Sessions on March 13th Students Grades 4-8 English: Morning and Afternoon Sessions on March 13th Students Grades 4-12 Spanish, Russian/Ukrainian, and Pashto: March 17th Student Advisory and Student Council Members: March 26th

Educational Partner(s)	Process for Engagement
	The sessions focused on themes support, continuous improvement, school initiatives, and fostering connection, this session provided an avenue for students to voice their concerns, ideas, and aspirations. Through these concerted efforts, Visions In Education demonstrated its commitment to centering student voices in the decision-making process, thereby ensuring that the LCAP reflects the diverse needs and priorities of the student body.
Parents	Visions In Education placed a strong emphasis on engaging parents and guardians, recognizing their vital role in the educational journey of their children. This commitment was seen through the administration of a parent survey, which garnered 1,490 responses and provided valuable insights into parental perspectives on various aspects of the educational experience. Topics covered in the survey encompassed areas such as academic progress, school safety, parent-school communication, and overall satisfaction, enabling the school to gain a comprehensive understanding of parental priorities and concerns. Furthermore, Visions In Education implemented parent listening sessions that were hosted as outlined below: Parent/Guardians English: Morning and Afternoon Sessions on March 10th Parent/Guardians Spanish, Russian/Ukrainian, and Pashto: March 12th
Parent Advisory Committee (PAC)	Visions In Education presented the LCAP to the Parent Advisory Committees (PAC) on April 23rd, underscoring the LEA's commitment to collaborative decision-making. The PACs were updated on the progress of current goals and actions outlined in the LCAP. Furthermore, the PAC played a pivotal role in reviewing and providing feedback on the engagement results, thereby fostering a sense of ownership and accountability within the broader educational community.

Educational Partner(s)	Process for Engagement
English Learning Advisory Committee (ELAC)	Visions In Education demonstrated its commitment to inclusivity and equitable representation by actively engaging with its English Learner Advisory Committee (ELAC) during a meeting held on March 26th. This session served as an opportunity to provide the ELAC with an annual update on the progress of current goals and actions outlined in the Local Control and Accountability Plan (LCAP) specific to serving our English Learners. Additionally, Visions sought valuable input from the ELAC members in review of its goals and actions, recognizing the importance of incorporating diverse perspectives and addressing the unique needs of Multilingual Learners within the educational framework.

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

------ 2025-2026--------
The development of Visions In Education's 2026–27 LCAP was shaped by a comprehensive and inclusive educational partner engagement process that included students, parents and guardians, teachers, staff, and organizational leaders. This broad-based engagement ensured that voices from multilingual families, historically underserved students, and staff at all levels of the organization informed the priorities reflected in this plan. The feedback collected, considered alongside 2025 California School Dashboard results and local performance data, served as a primary driver in refining goals, actions, and metrics across the LCAP. The existing metrics and target outcomes were reviewed with educational partners and affirmed as appropriately aligned to the goals and the student groups they serve. The following LCAP components were directly influenced by educational partner feedback.

Goal 1: Professional Learning Communities
Ensure that every student receives high-quality, equitable educational services and support that promote academic success, personal growth, and well-being.

Educational partners consistently identified the need for stronger curricular options, more cohesive instructional resources, and greater support for teachers in delivering standards-aligned content across Visions' four academies. This feedback was reinforced by 2025 Dashboard data showing continued performance gaps in ELA and Mathematics for multiple student groups. Which are findings that underscore the need for instructional infrastructure that is both coordinated and responsive to diverse learner needs.

In response to this feedback and the supporting data, Action 1.10 has been restructured and expanded to reflect a dedicated Curriculum and Instruction Department, now staffed with a Curriculum & Instruction Manager, four Curriculum Coordinators, and two Curriculum Specialist positions. These roles are designed to ensure greater curricular coherence across academies, provide direct instructional support to

teachers, and strengthen the individualized learning plan process that is central to Visions' model. This investment is expected to benefit all students, with particular impact for English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities, who stand to gain most from a more consistently implemented, high-quality instructional framework.

Goal 2: College and Career Readiness
Ensure students develop the skills, knowledge, and resources needed to pursue postsecondary education, vocational training, or workforce entry.

Educational partners, including students and families, consistently emphasized the importance of expanding access to career and workforce pathways, particularly for students who may not be pursuing a traditional four-year university route. This feedback aligned directly with 2025 Dashboard data showing that only 23.8% of Visions students were classified as "Prepared" on the College/Career Indicator. This signals that current CTE and career pathway capacity must grow to meet student need at scale.

In response, Action 2.8 includes the addition of a second CTE Coordinator to support the expansion of career and technical education programming. This role will increase the organization's capacity to develop and sustain new pathway options, deepen employer and community partnerships, and ensure that more students, particularly those from unduplicated student groups, have access to meaningful career preparation experiences integrated into their individual learning plans.

Goal 3: Comprehensive System of Support
Continue implementation of a comprehensive system of support that prioritizes student safety, wellness, and academic success through a multi-tiered system of support framework.

Educational partners identified the need to expand student engagement opportunities, increase equitable access to enrichment and extracurricular activities across all regions served by Visions, and strengthen the organizational infrastructure that supports student development beyond academics. This feedback was consistent with local data reflecting ongoing attendance challenges for specific student groups, including Long-Term English Learners (12.7% chronic absenteeism) and Homeless students (18.6% chronic absenteeism), groups for whom meaningful engagement and connection to school are closely tied to attendance and academic persistence.

In response, two action items were shaped by this input. Action 3.9 expands the role of the Associate Director of Equity and Student Engagement to include direct oversight of the events team, enabling greater coordination and more equitable distribution of student opportunity across all geographic regions. Action 3.11 is a newly added action item that introduces two Youth Development Specialist positions, as well as structured external partnerships, to deepen student engagement and provide developmentally appropriate support for students' social, emotional, and civic growth. Together, these actions reflect a deliberate investment in the conditions that keep students connected to their education , which is an area that educational partners identified as essential and that the data affirms as a lever for reducing chronic absenteeism and improving outcomes for the most vulnerable student groups.

Goal 4: Engagement and Communication
Enhance internal and external communication to strengthen engagement among staff, families, and educational partners, and to promote transparency, trust, and shared responsibility.

Themes of clear communication, inclusive decision-making, and organizational transparency emerged consistently across all educational partner groups throughout the engagement process. Staff, families, and students each identified gaps in how information flows within the organization and expressed a desire for more structured, predictable, and participatory communication channels. This feedback reflects both a relational need and an operational one, as Visions continues to serve students across a large and geographically dispersed region, the systems that connect families and staff to the organization directly impact the quality of student support.

In response, Action 4.2 continues and deepens the partnership with Studer Education, with a focused scope on establishing clear, centralized communication structures and building inclusive feedback mechanisms that allow educational partners to see how their input shapes organizational decisions. This work is intended to create lasting systems that strengthen trust and shared responsibility across Visions' communities over the course of the LCAP cycle.

-------2024-2025--------

The development of Visions In Education’s 2025–26 LCAP was profoundly shaped by a comprehensive and inclusive educational partner engagement process. This year, the school deepened its alignment with the charter petition, mission, and key initiatives through structured dialogue and active collaboration. Visions expanded its engagement strategy, reaching a broader and more diverse group of educational partners—including multilingual families, historically underserved students, and classified and certificated staff from across the organization. More than 40 listening sessions and multiple surveys ensured robust feedback collection, with notable increases in student and family participation. The input gathered served as a catalyst for refining and expanding and refining goals, actions, and metrics across the LCAP. The following are items within the LCAP that were influence in whole or part by educational partner feedback:

Goal 1: Professional Learning Communities: Ensure that every student receives high-quality, equitable educational services and support, fostering an environment conducive to academic success, personal growth, and well-being. Educational partner feedback strongly emphasized the need for expanded intervention services, additional instructional support, and focused attention for students at risk of academic failure. In response:

Action Item 1.1 now explicitly supports the roles of Intervention Specialists and Department Chairs in leading instructional and curricular response systems and coordinating targeted interventions.

Action Item 1.3 prioritizes the hiring of additional Instructional Assistants to increase direct academic support, with a particular focus on supporting English learners.

Action Item 1.8 ensures the continued expansion of tutoring services to meet the diverse academic needs of students.

Action Item 1.15 is a newly added action item that focuses on staff training and onboarding. The addition of this action item was a direct result of feedback from educational partners focused on ensuring all staff receive comprehensive, role-specific training on internal systems and procedures that directly support student achievement and family engagement.

Goal 2: College and Career Readiness: Ensuring students possess the necessary skills, knowledge, and resources to pursue post-secondary education, vocational training, or enter the workforce Educational partner feedback and performance data affirmed the current direction of this goal. As such, no modifications were made to the existing action items or metrics. Continued implementation will ensure alignment with students' postsecondary and career aspirations.

Goal 3: Comprehensive System of Support: Continued implementation of a comprehensive system of support that prioritizes the safety, wellness, and academic success of all students through the implementation of a multi-tiered system of support framework. Feedback highlighted the increasing need for student engagement opportunities, social-emotional learning (SEL), and inclusive, safe school environments. In response:

Action Item 3.6 continues and expands support for student clubs, athletics, and events, with the addition of Club Liaisons and Athletic Directors. This enhances the capacity to deliver inclusive and engaging extracurricular experiences for all students.

Action Item 3.8 addresses equity in access by expanding transportation support to in-person events, directly responding to transportation barriers raised in multiple communities.

Goal 4: Engagement and Communication: Enhancing internal and external communication channels to increase staff, parent/guardian, and other educational partner engagement to foster collaborative partnerships that support student success and promote a culture of transparency, trust, and shared responsibility.

Themes of communication, transparency, and shared responsibility emerged consistently across all educational partner groups—including certificated and classified staff, families, and students. Informed by this input:

Action Item 4.2 will now include the Instructional Leadership Advisory Team (ILAT) to promote interdepartmental collaboration and enhance two-way communication systems across the organization.

Action Items 4.4 and 4.6 increase parent engagement efforts and expand access to free, in-person events for students and families, supporting a stronger sense of community and addressing cost-related participation barriers.

The 2025–26 LCAP reflects a more inclusive, data-informed planning process shaped by meaningful educational partner input. Every action and goal is grounded in the belief that all students deserve equitable access to personalized, high-quality learning experiences—supported by responsive systems, collaborative leadership, and a commitment to student growth and success.

-------2023-2024--------

The development of the LCAP for this three-year cycle was shaped by foundational engagement efforts conducted during the 2023–24 school year. At that time, Visions aligned and strengthened its charter petition, mission statement, and other key initiatives within the LCAP, resulting in greater clarity and more meaningful feedback from educational partners. Through an extensive engagement process—including

multiple surveys and listening sessions—several key trends emerged that directly influenced the adopted LCAP. The feedback from 2024-2024 focused on:

Goal 1 was informed by strong calls for increased in-person opportunities, especially for middle and high school students, and additional support for underserved groups. Key actions included hiring instructional assistants (Action Item 1.3), expanding English learner services (Action Item 1.11), launching a credit recovery program (Action Item 1.5), and introducing an Online Middle School program (Action Item 1.4). A new Associate Director of State and Federal Programs (Action Item 1.6) was also added to support these efforts.

Goal 2 responded to student and family input around post-secondary readiness. Actions included expanding Career and Technical Education (CTE) offerings (Action Item 2.1), continuing the use of Naviance (Action Item 2.2), sustaining Dual Enrollment access (Action Item 2.3), and piloting a classified staff/student mentoring program (Action Item 2.6).

Goal 3 reflected a growing demand for trauma-informed care and inclusive practices. Actions such as social worker support (Action Item 3.1), enhanced mental health services (Action Item 3.5), and professional development in equity (Action Item 3.7) were prioritized. Student engagement and access were also enhanced through expanded club and event offerings (Action Item 3.6).

Goal 4 was shaped by widespread feedback on the need for improved communication, collaboration, and trust. Actions focused on emergency preparedness (Action Item 4.1), improved coordination systems (Action Items 4.2, 4.3), expanded parent engagement (Action Item 4.4), and increased student and family-facing events (Action Item 4.6).

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Professional Learning Communities: Ensure that every student receives high-quality, equitable educational services and support, fostering an environment conducive to academic success, personal growth, and well-being.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Goal 1 was developed to focus the school's continuous work on providing high-quality, equitable, educational programming with our educational partners as part of our educational partner engagement process. This goal is aligned and in response to the state and local Dashboard data areas, and reflective of the shared interests within and across educational partner groups.

To achieve each goal, actions, and metrics have been strategically grouped together based on an analysis of quantitative and qualitative data to identify potential causes contributing to Dashboard results. To achieve each goal, actions and expenditures (see Actions section) will be implemented and updated annually based on a review of educational partner input and state and local data.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Priority 4: Pupil Achievement: Graduation Rate & High School Dropout Rate	All - 75.2% EL - 71.1% Hispanic - 68.5% Homeless - 50.4%	All - 81.8% EL - 83.1% LTEL - 82.4% Hispanic - 79.8%	All - 84.2% EL - 85.8% LTEL - 84.2% Hispanic - 82.4%	Increase graduation rate by 5% with no student	Graduation Rate: All: +9% EL:+14.7% LTEL: +1.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged - 72.5% Students with Disabilities - 63.4% White - 77.9% African American - 74.7% Asian - 78.8% Two or More Races - 77.9% (CA School Dashboard, December 2023) High School Dropout Rate: 13.58% (Calpads, Fall 2023)	Homeless - 74.7% Socioeconomically Disadvantaged - 81.1% Students with Disabilities - 68.5% White - 83.6% African American - 78.5% Asian - 92.1% Two or More Races - 78.2% (2024 CA School Dashboard, December 2024) High School Dropout Rate: 10.45% (Calpads, Fall 2024)	Homeless - 73.9% Socioeconomically Disadvantaged - 82.5% Students with Disabilities - 72.8% White - 88% African American - 81.5% Asian - 81.2% Two or More Races - 79.2% (2025 CA School Dashboard, December 2025) High School Dropout Rate: 9.47% (Calpads, Fall 2025)	group being under 60%. High School Dropout Rate will remain at or below 10%.	Hispanic:+13.9% Homeless:+23.5% Socioeconomically Disadvantaged: +10% Students with Disabilities: +9.4% White:+10.1 % African American:+6.8% Asian:+2.4% Two or More Races: +1.3% High School Dropout Rate: Decreased 4.11%
1.2	Priority 1: Basic: Teacher Credentialing	Teacher Credentialing: 100% of teachers are appropriately credentialed for the courses they teach. (SARC, 2023)	Teacher Credentialing: 100% of teachers are appropriately credentialed for the courses they teach. (SARC, 2024)	Teacher Credentialing: 100% of teachers are appropriately credentialed for the courses they teach. (SARC, 2025)	Maintain Teacher Credentialing: 100% of teachers are appropriately credentialed for the courses they teach	No difference; maintained 100%
1.3	Priority 5: Learning Assessments	95% or more of students will take Learning Assessments with baseline being	2023-2024 96.6% i Ready Math	2024-2025 98.4% i Ready Math	95% or more of students will take Learning Assessments	+1.8% i Ready Math +1.7% i Ready Reading

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		established in 24/25 based on 23/24 participation rates.	96.5% i Ready Reading 93% NWEA Math 93.6% NWEA Reading Average: 94.9% (iReady, NWEA, Fall 2024)	98.2% i Ready Reading 96.5% NWEA Math 96.5% NWEA Reading Average: 97.5% (iReady, NWEA, Fall 2025)		+3.5% NWEA Math +2.9% NWEA Reading Average: +2.6%
1.4	Priority 4: English Learner Progress Indicator (ELPI)	2023 CA School Dashboard ELPI Percentage: Visions in Education: 41.6% State of California: 48.7% (CA School Dashboard, April 2024)	All EL Students: Visions In Education: 43.7% State of California: 45.7% LTEL Students: Visions In Education: 42.7% State of California: 45.8% (2024 CA School Dashboard, December 2024)	All EL Students: Visions In Education: 46.4% State of California: 46.4% LTEL Students: Visions In Education: 45.1% State of California: 49.1% (2025 CA School Dashboard, December 2025)	Visions in Education will achieve an ELPI percentage that is at or above the State of California's ELPI percentage.	EL Students: +4.8% LTEL: +2.4%
1.5	Priority 7: Course Access: Broad Course of Study	Broad Course of Study: 100% of Visions TK-6 students are enrolled in a broad course of study as described in Education Code 51210, and a broad course of study is offered to 7th-12th grade students.	Broad Course of Study: 100% of Visions TK-6 students are enrolled in a broad course of study as described in Education Code 51210, and a	Broad Course of Study: 100% of Visions TK-6 students are enrolled in a broad course of study as described in Education Code 51210, and a	Broad Course of Study: 100% of Visions TK-6 students are enrolled in a broad course of study as described in Education Code 51210, and a	No difference; maintained 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(CA School Dashboard, December 2024)	broad course of study is offered to 7th-12th grade students. (CA School Dashboard, December 2024)	broad course of study is offered to 7th-12th grade students. (CA School Dashboard, December 2025)	broad course of study is offered to 7th-12th grade students.	
1.6	Priority 2: Implementation of State Standards: English Learner Reclassification Rate	2023-2024 English Learner Reclassification Rate: 15.3% (PLSIS, April 2024)	2024-2025 English Learner Reclassification Rate: 15.5% (PLSIS, April 2025; Updated PLSIS/CalPads January 2026)	2025-2026 English Learner Reclassification Rate as of March 2026 is 11.4%. (PLSIS April 2026). This rate is expected to increase with the reclassification of 12th graders after the completion of the 2026 ELPAC assessment.	English Learner Reclassification Rate: 20%	Decreased 3.9%
1.7	Priority 4: Pupil Achievement: Math SBAC Assessment	All - 52 points below standard Math Data 31% Met or Exceeded Standard 11.7 % Exceeded Standard 18.9% Met Standard 26.9% Nearly Met Standard 42.6% Did Not Meet Standard (CA School Dashboard, December 2023)	All - 60.7 points below standard (2024 CA School Dashboard) Math Data 29% Met or Exceeded Standard 10% Exceeded Standard 19% Met Standard 26% Nearly Met Standard	All - 40.1 points below standard (2025 CA School Dashboard) Math Data 37.41% Met or Exceeded Standard 19.27% Exceeded Standard 18.14% Met Standard 23.58% Nearly Met Standard	Increase difference from Standard by 10 Points in Math	Increased difference from standard by 11.9 points.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			45% Did Not Meet Standard (2024 CAASPP Results)	39.01% Did Not Meet Standard (2025 CAASPP Results)		
1.8	Priority 4: Pupil Achievement: ELA SBAC Assessment	All- 1.2 points below standard ELA Data 49% Met or Exceeded Standard 18.7% Exceeded Standard 30.3% Met Standard 23.9% Nearly Met Standard 27.2% Did Not Meet Standard (CA School Dashboard, December 2023)	All - 10.1 points below standard (2024 CA School Dashboard) ELA Data 47% Met or Exceeded Standard 17% Exceeded Standard 30% Met Standard 25% Nearly Met Standard 28% Did Not Meet Standard (2024 CAASPP Results)	All - 3.7 points below standard (2025 CA School Dashboard) ELA Data 49.78% Met or Exceeded Standard 19.83% Exceeded Standard 29.95% Met Standard 23.9% Nearly Met Standard 26.32% Did Not Meet Standard (2025 CAASPP Results)	Increase difference from Standard by 10 Points in English	Increased difference from standard by 2.5 points.

Goal Analysis [2025-26]

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.

There were no substantive difference in planned actions and actual implementation of these actions.

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

Goal 1 reflects material expenditure variances in several actions. The variances are attributable to staffing-related factors and changes in instructional material costs, as described below. These variances did not affect the school's ability to meet its proportionality obligation for increased or improved services for unduplicated pupils.

Actions that came in under budget:

Action 1.1, Curriculum Offerings and Support, came in under its budgeted expenditure. The variance is attributable to actual salaries and total compensation being lower than initially projected, due in part to unanticipated leaves of absence that affected certain positions during the year.

Actions that exceeded budget:

Action 1.5 Credit Recovery, exceeded the originally planned amount which is attributable to actual salaries and total compensation being higher than initially projected.

Action 1.7, Long-Term English Learners (LTEL), is identified as an Increased and Improved Service; exceed expenditures. The increase reflects an intentional investment in additional instructional materials designed to better support at-risk LTEL students and strengthen the overall effectiveness of services provided.

Action 1.13, Services for Students with Disabilities, exceeded its budgeted expenditure. The variance resulted from actual salaries and total compensation surpassing initial projections for the special education support team.

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

Goal 1 actions demonstrate a mixed but meaningful level of effectiveness based on Year 1 data. There has been strong progress in foundational areas that support long term student success. Most notably, the graduation rate increased from 75.2% to 81.8%, a gain of 6.6 percentage points, with improvements across all student groups. Significant gains were seen among homeless students, English learners, Hispanic students, and socioeconomically disadvantaged students, and no group fell below the established 60% threshold. In addition, Visions maintained 100% teacher credentialing, ensuring all students received instruction from appropriately qualified staff. Assessment participation rates also remained high at 94.9%, reflecting consistent implementation of assessment systems and the integration of data into instructional planning.

At the same time, outcomes in key academic areas indicate areas of continued focus. The English learner reclassification rate, ELA performance, and Mathematics performance trends indicate that, while systems and supports such as synchronous instruction, intervention specialists, and tutoring are in place, they have not yet resulted in significant measurable gains on state assessments. Performance gaps remain for students with disabilities, long term English learners, and students experiencing homelessness.

Overall, Goal 1 actions have been effective in strengthening the foundational systems of instruction, staffing, and assessment. However, the data shows the need for these efforts to translate into improved academic outcomes, particularly in ELA and Mathematics for the highest need student groups.

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.

Metric 1.1 Amended — Addition of High School Dropout Rate

Visions in Education has added the high school dropout rate to Metric 1.1 to complement the graduation rate. This provides a more complete view of student engagement and success, allowing for earlier identification and more timely intervention.

Tracking both measures strengthens the ability to monitor equity gaps and evaluate the effectiveness of Goal 1 actions in supporting all students toward graduation.

Following a review of prior year implementation and student outcome data, several adjustments have been made to Goal 1 to strengthen supports and better address identified needs:

Action 1.1 has been expanded to include four additional intervention specialists to increase targeted academic support for students.

Action 1.4 now includes the addition of a Vice Principal for the Online Middle School Academy to enhance support for students, families, and staff as the program continues to grow.

Action 1.5 has been expanded to include six additional credit recovery teachers, along with a Credit Recovery Principal, to strengthen efforts to support students in graduating on time.

Action 1.6 now includes an Educational Programs Compliance Coordinator to improve implementation and monitoring of state and federal programs.

Action 1.9 has been revised to Early Childhood Education and now includes an Early Childhood Education Coordinator and Specialist to better support early learners.

Action 1.10 has been renamed Curriculum and Instruction Department and includes a Curriculum and Instruction Manager, four Curriculum Coordinators, and two Curriculum Specialists to improve the quality and consistency of curricular resources.

Action 1.12 has been updated to an English Language Development Coordinator to increase support for multilingual learners.

Action 1.18 is a new action focused on maintaining 100 percent teacher credentialing to ensure all students are served by appropriately qualified staff.

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
1.1	Curriculum Offerings and Support	This LCAP action allocates funds to strengthen curriculum offerings and student support through individualized learning plan-aligned materials and integrated technology. It also funds Department Chairs to provide instructional leadership and curriculum consistency, and supports Intervention Specialists to address learning gaps with targeted academic interventions.	$13,942,750.96	No
1.2	Individual Learning Plans- Instructional Academies- Independent Study	This LCAP action item focuses on utilizing allocated funds to recruit and retain highly qualified instructional team members for the Independent Study Academy. Furthermore, resources will be allocated towards assessment platforms that aid in the creation, support, and evaluation of high-quality individual learning plans tailored to each student's unique needs, ultimately promoting academic success personal growth, and an increased graduation rate directly targeting student groups including English learners, Hispanic Students, White students, students experiencing homelessness, socio-economically disadvantaged students, and students with disabilities.	$8,816,880.92	No
1.3	Instructional Assistants (Federally Funded- Title I)	Instructional Assistants will provide targeted assistance, including English Language Development (ELD) support for linguistically diverse students, academic tutoring to reinforce learning objectives, and facilitating parent engagement initiatives to strengthen the home-school connection.	$771,412.49	No
1.4	Online Middle School Academy	Continuing to offer an online middle school program is aimed at elevating the academic achievement of our middle school students. This initiative	$3,326,845.31	No

Action #	Title	Description	Total Funds	Contributing
		entails the implementation of a comprehensive virtual learning environment staffed by a principal, vice principal, teachers, and a school counselor.		
1.5	Credit Recovery Program	Continuing to offer a credit recovery program is designed to support students in overcoming academic setbacks and progressing towards graduation. This initiative will involve the establishment of a team of teachers led by a principal and vice principal dedicated to overseeing the program's implementation.	$2,637,310.72	Yes
1.6	State and Federal Programs	The Director of State and Federal Programs will oversee the implementation and optimization of supplemental and concentration funded initiatives to support unduplicated pupils, ensuring effective use of resources and alignment to identified needs. An Educational Programs Compliance Coordinator will support compliance, monitoring, and implementation fidelity of funded actions and services. Together, these roles strengthen accountability, improve program effectiveness, and promote equitable outcomes for unduplicated student groups.	$367,852.14	Yes
1.7	Long Term English Learners (LTEL)	To best serve our LTEL population, the organization is focusing on curriculum and an instructional/data platform, to enhance our ability to support current LTEL students and provide proactive support for at-risk LTELs, ensuring tailored resources and strategies to meet their unique academic needs.	$20,140.00	Yes
1.8	Tutoring	The organization implements on-demand tutoring support accessible after school hours with a community partner to best serve our students. Tutoring provides targeted assistance, address individual learning gaps, and reinforce key concepts across various subjects.	$18,500.00	Yes
1.9	Early Childhood Education	With an increased focus on Transitional Kindergarten to strengthen early learning foundations and prepare students for long-term academic success, an Early Childhood Education Coordinator and Early Childhood	$172,416.72	No

Action #	Title	Description	Total Funds	Contributing
		Education Specialist will provide targeted support, guidance, and program development to ensure high-quality early learning experiences and promote school readiness.		
1.10	Curriculum & Instruction Department	The establishment of a Curriculum and Instruction Department, including a manager, coordinators, and specialists, will support the ongoing review, refinement, and expansion of curricular resources across content areas. This team will also design and deliver aligned professional learning to strengthen and support effective implementation of curriculum to improve student outcomes.	$1,175,493.37	No
1.11	English Learner Support	We provide targeted support for English Learners (ELs) through specialized EL teachers who are highly trained to meet the unique needs of our most at-promise EL population—offering services beyond those typically provided by a general credentialed teacher. In addition, we offer interpretation and translation services through our partnership with a community provider.	$1,425,596.24	Yes
1.12	English Language Development Coordinator (Federally Funded, Title III)	Visions is employing an English Language Development (ELD) Coordinator to offer coaching, instructional guidance, and curriculum support to both instructional staff and parents, with a particular focus on enhancing the educational achievement of EL students.	$122,570.05	No
1.13	Services for Students with Disabilities	To ensure optimal support for students with disabilities, it's essential to have a team capable of providing guidance, training, and mentorship to our special education staff members, as well as provide educational support and services to our students. This team encompasses roles such as directors, managers, program specialists, and psychologists, all dedicated to enhancing the quality of special education services.	$10,647,246.86	No

Action #	Title	Description	Total Funds	Contributing
1.14	Individual Learning Plans- Instructional Academies- Home School	This LCAP action item focuses on utilizing allocated funds to recruit and retain highly qualified instructional team members for the Home School Academy, with a focus on increased access to highly qualified teachers and synchronous instruction to better serve our unduplicated population, which will result in higher academic success.	$20,784,554.78	No
1.15	Individual Learning Plans- University Prep Early College	The University Prep- Early College Program facilitates students in earning an Associate's Degree concurrently with their high school diploma. This endeavor is supported by a team consisting of counselors, the principal, and the vice principal.	$2,550,361.18	No
1.16	Individual Learning Plans- Independent Study Academy- Increased & Improved Services	This action allocates a portion of credentialed teacher salaries to support reduced caseloads in the Independent Study Academy, enabling the delivery of more personalized Individual Learning Plans for unduplicated students. Smaller caseloads allow teachers to provide targeted academic support, goal-setting, and progress monitoring, resulting in more effective, differentiated instruction. This directly improves outcomes for English Learners, foster youth, and socioeconomically disadvantaged students by increasing access to individualized, high-impact services.	$8,551,067.03	Yes
1.17	Individual Learning Plans- University Prep Early College Academy- Increased & Improved Services	This action allocates a portion of credentialed teacher salaries to support reduced caseloads in the University Prep Early College Academy, enabling the delivery of more personalized Individual Learning Plans for unduplicated students. Smaller caseloads allow teachers to provide targeted academic support, goal-setting, and progress monitoring, resulting in more effective, differentiated instruction. This directly improves outcomes for English Learners, foster youth, and socioeconomically disadvantaged students by increasing access to individualized, high-impact services.	$3,000,628.20	Yes
1.18	Teacher Credentialing	This maintenance action ensures the continued attainment of 100% of teachers being appropriately credentialed and authorized for the courses they are assigned to teach, in accordance with California Commission on	$12,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Teacher Credentialing requirements. Systems and processes will be maintained to monitor and verify assignments, including regular credential audits and assignment reviews, and to provide support for timely renewal or acquisition of required authorizations.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	College and Career Readiness: Ensuring students possess the necessary skills, knowledge, and resources to pursue post-secondary education, vocational training, or enter the workforce.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Goal 2 was developed to focus the schools continuous work on providing a broad array of opportunities for college and and career readiness for our students. educational programming with our educational partners as part of our educational partner engagement process. This goal is aligned and in response to the state and local Dashboard data areas, and reflective of the shared interests within and across educational partner groups.

To achieve each goal, actions, and metrics have been strategically grouped together based on an analysis of quantitative and qualitative data to identify potential causes contributing to Dashboard results. To achieve each goal, actions and expenditures (see Actions section) will be implemented and updated annually based on a review of educational partner input and state and local data.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Priority 4 & 5: Pupil Achievement, College and Career Readiness	20.1% of Students Prepared English Learners - 4.8% prepared Homeless - 2.5% Students with Disabilities - 4.8% African American - 15.2% Asian - 32.7%	23.1% of Students Prepared English Learners - 10% Prepared Long Term English Learners - 7.1% Prepared Students With Disabilities - 7.6% Prepared	23.8% of Students Prepared English Learners - 15.6% Prepared Long Term English Learners - 14% Prepared Homeless- 9.7% Prepared	Increase students being identified as Prepared to 25%.	Increased 3.8% from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic- 10.9% Socioeconomically Disadvantaged - 15.6% Two or more races - 16.7 White - 23.9% (CA School Dashboard, December 2023)	African American - 11.4% Prepared Asian - 36.6% Prepared Hispanic - 15.7% Prepared Socioeconomically Disadvantaged - 19% Prepared Two or More Races - 17.6% Prepared White - 27.5% Prepared (2024 CA School Dashboard, December 2024)	Students With Disabilities - 10.6% Prepared African American - 12.9% Prepared Asian - 30.3% Prepared Hispanic - 19% Prepared Socioeconomically Disadvantaged - 20.7% Prepared Two or More Races - 19.7% Prepared White - 29% Prepared (2025 CA School Dashboard, December 2025)		
2.2	Priority 5: Pupil Achievement: CTE Participation	130 Students participated in CTE Programming Programming during the 2023-24 School Year. (PLSIS, May 2024)	155 Students participated in CTE Programming Programming during the 2024-25 School Year. (PLSIS, April 2025)	286 Students participated in CTE Programming Programming during the 2025-2026 School Year. (PLSIS, April 2026)	Increase by 60% to 208 Students participating in CTE programming	Increased 156 students participating in CTE
2.3	Priority 4 & 5: Pupil Achievement: CTE Completers	12 CTE Completers during the 2023-24 School year. (PLSIS, May 2024)	21 CTE Completers during the 2024-25 School year. (PLSIS, April 2025)	55 CTE Completers during the 2025-2026 school year. (PLSIS, April 2026)	Increase by 45 Students completing a fully articulated CTE pathway.	Increased 43 CTE completers

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	Priority 5: Naviance Participation	95% of High School students have participated in at least one Naviance lesson for post-secondary planning. (Naviance, May 2024)	81.4% of high school students participated in at least 3 Naviance lessons for post-secondary planning (Naviance, April 2025).	72.5% of high school students participated in at least 3 Naviance lessons for post-secondary planning (Naviance, April 2026).	98% of High School Students will participate in at least 3 Naviance lessons for post-secondary planning.	Decreased 8.9% from baseline

Goal Analysis [2025-26]

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.

There were no substantive difference in planned actions and actual implementation of these actions.

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

Goal 2 reflects material expenditure variances in several actions. The variances identified below are attributable to enrollment-driven demand, changes in federal allocation levels, and staffing adjustments, each of which is explained in turn. These variances did not affect the charter's ability to meet its proportionality obligation for increased or improved services for unduplicated pupils.

Actions that exceeded budget:

Action 2.2, Naviance, exceeded its budgeted expenditure, reflecting an increase in the number of students actively served through the platform during the year. As student participation in post-secondary planning activities grew, platform utilization costs increased correspondingly.

Action 2.4, College Experience, reflects a variance from its budgeted amount, as it is funded via Title IV and the actual allocation of Title IV funds was higher than planned for the school year.

Action 2.5, Classified Staff Mentoring, exceeded its budgeted expenditure due to greater-than-anticipated participation in the program by both students and classified staff members. Demand for the mentoring program grew during the year, resulting in increased costs to support the

expanded reach of the service. It should also be noted that while this action was initially planned as a contributing action supported by LCFF funds, actual expenditures were funded through Title I.

Action 2.6, Home School Counselors, also exceeded its budgeted expenditure. The variance resulted from an increase in full-time equivalent (FTE) counseling positions during the school year, which was necessary to meet the growing counseling needs of students across the Home School program.

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

Goal 2 actions show meaningful progress, with several indicators demonstrating positive movement toward the three year targets. The College and Career Indicator increased, reflecting the impact of CTE programs, dual enrollment, counseling support, and postsecondary planning through Naviance. Gains were also seen among key student groups, including English learners, students with disabilities, Hispanic students, and socioeconomically disadvantaged students, though performance remains below the overall rate. CTE participation increased and CTE completers grew, indicating strong progress in pathway access and completion.

While overall progress is evident, the CCI rate remains in the low performance level and remains an area of continued focus. Overall, Goal 2 actions are effectively building college and career readiness systems, but continued refinement and targeted support are needed to close remaining gaps.

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.

Following a review of prior year implementation and student outcome data, adjustments have been made to Goal 2 to expand access and strengthen support for college and career readiness:

Action 2.3 has been expanded to include eight dual enrollment advisors to support the growing number of students participating in dual enrollment opportunities.

Action 2.8 has been expanded to include two CTE coordinators to support the continued growth of CTE programs and career pathway development.

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
2.1	CTE Programming	We are implementing a Career and Technical Education (CTE) program to equip students with the skills and knowledge necessary for success in both college and their future careers. This includes CTE staff members who will design, implement, support, and/or deliver specialized instruction in our CTE pathways, which is tailored to industry standards and real-world applications, preparing students for a transition into post-secondary education.	$312,030.00	No
2.2	Naviance	To ensure our students are college and career ready, we are offering Naviance, a college, career, and life readiness platform.	$35,542.00	No
2.3	Dual Enrollment-Grant Funded	We are committed to supporting dual enrollment by providing stipends to credentialed teachers to be Dual Enrollment Coaches for our students to ensure the success of students enrolled in these programs. Through personalized support and mentorship, we aim to help students navigate the challenges and opportunities associated with dual enrollment, ultimately empowering them to excel academically and achieve their educational goals. This action item is funded via a dual enrollment grant.	$54,288.00	No
2.4	College Experience (Federally Funded-Title IV)	We are partnering with an external organization, Paper Wings, to provide support and resources specifically tailored to assist first-generation students in pursuing their college aspirations. This collaboration aims to offer guidance, mentorship, and access to valuable opportunities that address the unique challenges faced by first-generation college-bound students.	$103,260.00	No
2.5	Classified Staff Mentoring	We will establish a classified staff/student mentoring program with the assistance of consultants to facilitate our students' readiness for college and careers.	$96,625.00	Yes
2.6	Home School Counselors	Home School Counselors will effectively support high-need students by providing individualized academic and social-emotional support,	$531,544.34	No

Action #	Title	Description	Total Funds	Contributing
	(Federally Funded, Title I)	coordinating services, and contributing to MTSS interventions—particularly for unduplicated student groups.		
2.7	Counseling Program Manager	We have a counseling manager in place to provide support and guidance to our team of counselors, who will oversee and help increase our College and Career Indicator (CCI) rate, directly aimed to support students with disabilities, students experiencing homelessness, and English Learners.	$218,673.33	No
2.8	CTE/Dual Enrollment Coordinators	The CTE program, which include CTE teachers and participating students, will be supported by CTE Coordinators.	$394,762.94	No
2.9	Independent Study & University Prep Counselors	To ensure our students are prepared for college and careers, we are employing counselors to provide dedicated support and guidance.	$1,431,029.72	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Comprehensive System of Support: Continued implementation of a comprehensive system of support that prioritizes the safety, wellness, and academic success of all students through the implementation of a multi-tiered system of support framework.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Goals 3 was developed to focus the schools continuous work on providing a multitiered system of support. This goal addresses students overall social and emotional as well as behavioral needs to support them to be successful students who meet and exceed standards. This was developed with our educational partners as part of our educational partner engagement process. This goal is aligned and in response to the state and local Dashboard data
areas, and reflective of the shared interests within and across educational partner groups.

To achieve each goal, actions, and metrics have been strategically grouped together based on an analysis of quantitative and qualitative data to identify potential causes contributing to Dashboard results. To achieve each goal, actions and expenditures (see Actions section) will be implemented and updated annually based on a review of educational partner input and state and local data.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Priority 6: School Climate: Suspension and Expulsion Rates	Suspension Rate - 0.00% Expulsion Rate - 0.0%	Suspension Rate - 0.00% Expulsion Rate - 0.0%	Suspension Rate - 0.00% Expulsion Rate - 0.0%	Maintain a 0.0% suspension and expulsion rate	No difference; maintained 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(CA School Dashboard 2023)	(CA School Dashboard 2024)	(CA School Dashboard 2025)		
3.2	Priority 3: Parent Engagement: Promotion of parent engagement in school programs	97% of Parents agreed or strongly agreed that they feel connected to the school community and that they have positive relationships with school staff. (Annual LCAP Survey, February 2024)	97% of Parents agreed or strongly agreed that they feel connected to the school community and that they have positive relationships with school staff. (Annual LCAP Survey, February 2025)	98% of Parents agreed or strongly agreed that they feel connected to the school community and that they have positive relationships with school staff. (Annual LCAP Survey, February 2026)	98% of Parents will agree or strongly agree that they feel connected to the school community and that they have positive relationships with school staff.	Increased 1% of Parents will agree or strongly agree that they feel connected to the school community and that they have positive relationships with school staff.
3.3	Priority 1: Basic Services: School Facilities	Basic Services 100% of school facilities are in good repair (School Accountability Report Card 2023)	Basic Services 100% of school facilities are in good repair (School Accountability Report Card 2024)	Basic Services 100% of school facilities are in good repair (School Accountability Report Card 2025)	100% of school facilities are in good repair	No difference; maintained 100%
3.4	Priority 6: School Climate: Annual LCAP Survey	98% of students Agree or Strongly Agree that they have a sense of safety at School events and activities. 98% of students Agree or Strongly Agree that feel a sense of connectedness and	97% of students Agree or Strongly Agree that they have a sense of safety at School events and activities. 98% of students Agree or Strongly	97% of students Agree or Strongly Agree that they have a sense of safety at School events and activities. 98% of students Agree or Strongly	Maintain or increase 98% Agree and Strongly agree in Safety and Relationships and Connectedness.	Decreased 1% of students that Agree or Strongly Agree that they have a sense of safety at School events and activities.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Healthy Relationships at School. (Annual LCAP Survey, February 2024)	Agree that feel a sense of connectedness and Healthy Relationships at School. (Annual LCAP Survey, February 2025)	Agree that feel a sense of connectedness and Healthy Relationships at School. (Annual LCAP Survey, February 2026)		No difference; Maintained 98% of students that Agree or Strongly Agree that feel a sense of connectedness and Healthy Relationships at School.
3.5	Priority 5 7 8: Pupil Engagement: Chronic Absenteeism & Attendance Rate	Chronic Absenteeism: All Students - 14.3% (CA School Dashboard, 2023) Attendance Rate All Students: 95.13% (PLSIS, Fall 2023)	Chronic Absenteeism: All Students - 4.2% (2024 CA School Dashboard, December 2024) Attendance Rate All Students: 96.36% (PLSIS, Fall 2024)	Chronic Absenteeism: All Students - 3.9% (2025 CA School Dashboard, December 2025) Attendance Rate All Students: 97.2% (PLSIS, Fall 2025)	Chronic Absenteeism: Decrease by 5%. Attendance Rate All Students: Maintain an attendance rate at or above 95%.	Chronic Absenteeism: Decreased by 10.1% from baseline Attendance Rate All Students: Increased 2.07% from baseline
3.6	Priority 6 & 8: School Climate: Social Work Referrals	95% of school social worker satisfactorily resolved during the 2023-24 school year. PLSIS, May 2024)	95% of school social worker satisfactorily resolved during the 2024-2025 school year. (PLSIS, January 2025)	100% of school social worker satisfactorily resolved during the 25/26 school year. (PLSIS, April 2026)	95% of Social Worker referrals will be satisfactorily resolved by either referral to an outside agency, direct service from visions staff, or resources being provided to the family.	Increased 5% from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.7	Priority 5 & 8: Pupil Engagement: Student Engagement in School Events	Baseline to be established in the 24-25 School Year (Launchpad Student Events, May 2025)	During the 2023/2024 school year 40% of students signed up to attend at least one in-person event (2801 students/7009 students enrolled)	During the 2024/2025 school year, 33% of students signed up to attend at least one in-person event.	At least 50% of students will sign up to attend least one in-person event.	Decreased 7% from baseline

Goal Analysis [2025-26]

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.

There were no substantive difference in planned actions and actual implementation of these actions.

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

Goal 3 reflects material expenditure variances across several actions during the prior year. These variances were driven by a combination of staffing changes, shifts in service delivery methods, community partnership savings, and changes in federal allocation levels, as described below. Notwithstanding these variances, the school's proportionality obligation for increased or improved services for unduplicated pupils was met for the year.

Actions that came in under budget:

Action 3.2, Foster and Homeless Liaison reflects lower-than-budgeted expenditures attributable to a leave of absence that affected the position during the year. As a result, personnel costs for this action were reduced.

Action 3.3, Homeless/Foster Supplies funded through Title I, came in at or near its budgeted amount due to community-donated gift cards and partnerships.

Action 3.5, Mental Health and Wellness which includes the Care Solace partnership, reflected an underspend relative to budget. The strong in-house support provided by school social workers and counselors effectively addressed student mental health needs, reducing the demand for external mental health services and resulting in no Care Solace utilization costs.

Action 3.7, Equitable Practices reflected savings relative to its planned budget. A portion of the professional learning planned under this action was provided at no cost through a partnership with the Sacramento County Office of Education, reducing the need for paid professional development expenditures.

Actions that exceeded budget:

Action 3.1, Social Work Support, funded through Title I, exceeded its budgeted expenditure due to the addition of a social worker position during the year.

Action 3.8, Student Transportation exceeded its budgeted expenditure due to the increase of supporting students with transportation to and from Visions events.

Action 3.10, PLC Planning and Support funded through Title II, exceeded its budgeted expenditure. The variance resulted from the school's actual Title II federal allocation being higher than initially projected at the time the budget was set.

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

Goal 3 actions have demonstrated strong effectiveness, with most metrics meeting or exceeding targets. Suspension and expulsion rates remained at 0.00%, parent engagement held high, and facilities remained in 100% good repair, reflecting strong systems for student support and safe environments. The most significant success was the reduction in chronic absenteeism from 14.3% to 3.9%, far exceeding the target and reflecting the impact of coordinated supports such as social work services, mentoring, mental health partnerships, and transportation. Social work referral resolution remained strong at 100%, confirming effective service delivery.

While overall outcomes are strong, homeless students and long term English learners continue to have higher chronic absenteeism rates and remain a priority for targeted support. Overall, Goal 3 actions are highly effective, with a continued focus on safety perception, event participation, and equity gaps moving forward.

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.

Metric 3.5 Amended: Addition of Attendance Rate

Visions in Education added attendance rate to Metric 3.5 to complement chronic absenteeism, providing a fuller view of student engagement and earlier identification of disengagement. This strengthens monitoring of equity gaps and the impact of Goal 3 actions.

Following a review of prior year implementation and student outcome data, adjustments have been made to Goal 3 to strengthen student support systems and improve overall student experience:

Action 3.1 has been expanded to include two additional social workers to increase student support services.

Action 3.9 has been renamed Equity and Student Engagement and now includes events and event support staff to expand student engagement opportunities.

Action 3.11 is a new action focused on youth development and includes two youth development specialists and a partnership with the Youth Development Network to enhance support for students, with a focus on socioeconomically disadvantaged students, English learners, and students experiencing homelessness or in foster care.

Action 3.12 is a new action focused on maintaining facilities in good repair to ensure safe and supportive learning environments.

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
3.1	Social Work Support (Federally Funded, Title I)	Social workers provide essential support to our students by offering personalized interventions, resources, and counseling to help students navigate challenges such as mental health issues, family crises, or socioeconomic barriers.	$527,888.15	No
3.2	Foster and Homeless Liaison	A homeless/foster liaison ensures that students facing housing instability or in foster care receive the necessary support and resources to thrive academically and emotionally. This liaison serves as a dedicated point of contact for these vulnerable student populations, offering advocacy, assistance with accessing community services, and personalized support to address their unique needs.	$164,394.29	Yes
3.3	Homeless/Foster Supplies (Federally Funded, Title I)	We allocate a budget specifically for homeless and foster students to ensure they have access to essential supplies and resources that contribute to their well-being and academic success.	$15,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.4	Student Mentoring	Recognizing the significance of student mentorship, we actively collaborate with external organizations, STEM and Mindset Academy, to provide impactful mentorship opportunities for our students. These partnerships allow us to connect students with experienced mentors who can offer guidance, support, and inspiration as they navigate their educational journey.	$76,000.00	Yes
3.5	Mental Health and Wellness	We prioritize mental health and wellness for both students by forging partnerships with external partners, including Wellness Together and Care Solace. By working closely with both internal teams and external organizations, we ensure a holistic approach to mental health support, promoting well-being and resilience across our school community.	$49,852.00	Yes
3.6	Student Clubs/Athletic Clubs	Student clubs and athletics foster belonging, personal growth, and social connection. These programs offer students opportunities to explore interests beyond academics. Club Liaisons and Athletic Directors play a vital role in expanding access, coordinating events, and building inclusive, community-centered experiences that enrich student engagement across the school.	$357,250.00	Yes
3.7	Equitable Practices	We are prioritizing professional development centered on equitable practices to ensure that all students receive inclusive educational opportunities, this includes educational equity consult to support diversity, equity, and inclusion practices.	$131,400.00	Yes
3.8	Student Transportation	We are providing transportation, in partnership with vendors such as HopSkipDrive, for students to facilitate their access to school events on a pilot-basis. By exploring this option, we aim to remove transportation barriers that may hinder students' participation in extracurricular activities, sports events, and other school-related functions.	$100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.9	Equity and Student Engagement	We have an Associate Director of Equity and Engagement, tasked with overseeing various initiatives aimed at promoting equity and fostering engagement within our school community. This role encompasses, but is not limited to, the supervision of social workers, management of athletic clubs, coordination of mentoring programs, and oversight of schoolwide events in collaboration with event secretaries to ensure inclusive, well-coordinated opportunities for student and family engagement. Additionally, this role will support the establishment of affinity groups to better understand the experiences of specific student groups and to help identify responsive actions that promote belonging, access, and success for all students.	$479,580.66	Yes
3.10	PLC Planning and Support (Federally Funded, Title II)	As a PLC (Professional Learning Community) school, we are committed to ongoing training and support for our staff members. This includes providing continuous professional development opportunities and coaching.	$327,574.00	No
3.11	Youth Development	This action will implement a strengths-based student engagement program to increase student connectedness, participation, and well-being. Designated staff members will provide Strengths-based coaching, support student leadership, mentoring, and service learning opportunities, and expand access to enrichment and summer programs aligned to student interests.	$321,135.42	Yes
3.12	School Facilities	This maintenance action ensures that 100% of school facilities are maintained in good repair to provide safe, clean, and functional learning environments. Ongoing systems and processes will be implemented to monitor facility conditions, including regular inspections, timely maintenance, and prompt repairs.		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Engagement and Communication: Enhancing internal and external communication channels to increase staff, parent/guardian, and other educational partner engagement to foster collaborative partnerships that support student success and promote a culture of transparency, trust, and shared responsibility.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Goals 4 was developed to focus the schools continuous focus on work on both internal and external engagement and communication with various educational partners. This goal addresses both internal and external communication and engagement. This was developed with our educational partners as part of our educational partner engagement process. This goal is aligned to pupil engagement, school climate, and other pupil outcomes.

To achieve each goal, actions, and metrics have been strategically grouped together based on an analysis of quantitative and qualitative data to identify potential causes contributing to Dashboard results. To achieve each goal, actions and expenditures (see Actions section) will be implemented and updated annually based on a review of educational partner input and state and local data.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Priority 3: Parent Engagement on LCAP Survey	There were 837 parent/guardian responses to the annual	There were 1,458 parent/guardian responses to the annual LCAP	There were 1,286 parent/guardian responses to the annual LCAP	Increase response rate on annual parent/guardian	Increase 449 parents responses from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LCAP Survey during the 2023-24 school year. (LCAP Survey Data, February 2024)	Survey during the 2024-2025 school year. (LCAP Survey Data, February 2025)	Survey during the 2025-2026 school year. (LCAP Survey Data, February 2026)	survey to 1,500 or greater.	
4.2	Priority 5 & 8: Pupil Engagement on LCAP Survey	929 Students engaged in the LCAP climate survey providing feedback and input. (LCAP Survey Data, February 2024)	1,385 Students engaged in the LCAP climate survey providing feedback and input. (LCAP Survey Data, February 2025)	1,361 Students engaged in the LCAP climate survey providing feedback and input. (LCAP Survey Data, February 2026)	Increase by 30% the number of students engaging in the LCAP climate survey to provide feedback and input resulting in 1,208 students providing feedback.	Increased 47% in students engaged in LCAP survey from baseline
4.3	Priority 6: Educational Partner Engagement Staff	On a scale of 1-5 from Strongly Disagree to Strongly agree staff averaged a 3.57 response to the question: "I feel that the organizational culture supports open and honest communication" (Employee Experience Survey Data, February 2024)	On a scale of 1-5 from Strongly Disagree to Strongly agree staff averaged a 3.30 response to the question: "I feel that the organizational culture supports open and honest communication" (Employee Experience Survey Data, February 2025)	On a scale of 1-5 from Strongly Disagree to Strongly agree staff averaged a 3.57 response to the question: "I feel that the organizational culture supports open and honest communication" (Employee Experience Survey Data, February 2026)	Increase to a 4.0 or better on a scale of 1-5 from Strongly Disagree to Strongly agree with the survey question "I feel that the organizational culture supports open and honest communication"	No difference. Maintained the same as baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.4	Priority 6: School Safety	School safety plan updated annually with a variety of partner feedback and input. (Comprehensive School Safety Plan, March 2024)	School safety plan updated annually with a variety of partner feedback and input. (Comprehensive School Safety Plan, March 2025)	School safety plan updated annually with a variety of partner feedback and input. (Comprehensive School Safety Plan, March 2026)	School safety plan to be updated annually with a variety of partner feedback and input and engage with external partners for a more in-depth safety analysis of at least 10 external sites the school uses for Student and Family Events.	Maintained annual update of School Safety Plan

Goal Analysis [2025-26]

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.

There were no substantive difference in planned actions and actual implementation of these actions.

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

Goal 4 reflects material expenditure variances in several actions during the prior year. These variances are attributable to a combination of contract decisions, staffing factors, expanded programming, and event costs, as described below. The proportionality obligation for increased or improved services for unduplicated pupils was met for the year.

Actions that came in under budget:

Action 4.1, Emergency and Safety Procedures, came in under its budgeted expenditure. The school had planned to engage Paladin for an ongoing safety partnership following the completion of a safety review. Upon conclusion of that review, however, the findings did not necessitate additional contracted training or services, and the anticipated vendor contract did not move forward during the school year.

Action 4.5, Communication Tools, also came in under its budgeted expenditure due to lower than anticipated supplies and services budget, as well as an open position.

Action 4.7 Staff Training & Onboarding originally included funding for four analyst positions. During the school year, two of the four positions were filled, while two positions remained vacant. As a result, actual expenditures were lower than budgeted, with plans to fill the remaining positions in the 2026–27 school year.

Action that exceeded its projected budget:

Action 4.4, Parent Engagement, exceeded its budgeted expenditure due to an expansion of family engagement events and activities during the year.

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

The actions under Goal 4 focused on engaging educational partners have been effective in strengthening connections across the Visions community. Educational Partner engagement showed some variation; while efforts such as listening sessions, outreach, and collaborative opportunities have supported open communication, survey feedback indicates a continued need to strengthen communication efforts. The annual update of the School Safety Plan, informed by partner feedback, demonstrates an ongoing commitment to inclusive decision making and shared responsibility for student well being. Overall, these actions have advanced Goal 4 by increasing participation, elevating educational partner voice, and building a foundation for deeper engagement moving forward.

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.

Following a review of prior year implementation and data, adjustments have been made to Goal 4 to refine safety practices and strengthen communication efforts:

Action 4.1 has been updated to remove the contracted safety analysis vendor, as this work has been completed, and now includes a CPR and First Aid training vendor to build staff capacity in emergency response.

Action 4.5 has been expanded to include additional marketing staff to improve communication, outreach, and engagement with students and families.

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
4.1	Emergency and Safety Procedures	Review and enhancement of emergency and safety procedures to guarantee a secure learning environment for all individuals within our school community. This includes the provision of CPR and First Aid trainings for staff to ensure preparedness in responding to medical emergencies and maintaining student safety.	$59,322.00	No
4.2	Communication and Feedback Loops	We are placing a strong emphasis on improving communication channels and feedback loops by collaborating closely with consultants, internal positions, and external organizations, including Studer.. In addition, we have established an Instructional Leadership Advisory Team to elevate administrator voice and strengthen alignment. By fostering open communication and continuous dialogue with our educational partners we can enhance collaboration, address challenges proactively, and ensure alignment with our goals and objectives.	$448,535.42	No
4.3	Data Analysis Support	We are prioritizing interdepartmental collaboration to ensure student success by fostering coordination among various departments within our educational institution, including business and instructional services. This approach, supported by data analysts and director positions facilitates the sharing of resources, expertise, and best practices across different areas of focus, ultimately enhancing the support and services provided to students.	$740,240.45	No
4.4	Parent Engagement	We are placing a strong emphasis on parent engagement through enhanced communication strategies using survey platforms and interactive Homeschool Regional Events, prioritizing regular and transparent communication with parents. Additionally, organizing events creates opportunities for parents to actively participate in their child’s learning journey, fostering a supportive home-school partnership that contributes to student success. To promote greater equity and inclusivity, Visions is increasing access to these no-cost events ensuring more students and families can participate regardless of financial or logistical limitations.	$161,357.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.5	Communication Tools	We are utilizing communication tools to amplify engagement across different aspects of our organization, spanning marketing endeavors, internal systems, and employee roles. This strategic initiative will be supported by Communications and Marketing team memebers along with dedicated funding allocated within our marketing budget.	$1,655,017.19	No
4.6	Student and Family Events	As part of our commitment to strengthening engagement within our school community, we are organizing a series of events, including Independent Study and University Prep Academy events and graduation/promotion ceremonies. These occasions offer valuable opportunities for students and their families to connect, engage with educators, and take part in enriching activities. To promote greater equity and inclusivity, Visions is increasing access to these no-cost events ensuring more students and families can participate regardless of financial or logistical limitations.	$407,162.96	No
4.7	Staff Training & Onboarding	Visions will implement a comprehensive onboarding and training program to ensure all staff are equipped to support student achievement and family engagement. This initiative will provide role-specific training on key systems and procedures to strengthen staff capacity to monitor student progress and assist families effectively. Ongoing support and refreshers will promote consistency and confidence across departments. By aligning staff training with our educational systems, this action will enhance service delivery and improve outcomes for students.	$732,358.16	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$14859390	$1,667,983

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
14.987%	0.000%	$0.00	14.987%

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 #	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
1.5	**Action:** Credit Recovery Program **Need:** Graduation rates helped us identify the need to support these students group academically, as there is growth to be done to increase graduation rates. Graduation Rate English Learners: 83.1% (green)	The implementation of a schoolwide credit recovery program underscores the school's commitment to addressing the needs of unduplicated students, placing them at the forefront of program development and delivery. Research shares the importance of such initiatives, particularly for students from low-income families who often face barriers to academic success due to limited access to resources (Hernandez, 2011). Studies indicate	Graduation Rates

Goal and Action #	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
	Long Term English Learners: 82.3% (green) Homeless: 74.7% (yellow) Socioeconomically Disadvantaged: 81.1% (green) **Scope:** LEA-wide	that the dropout rate among young people from low-income families is significantly higher compared to their counterparts from high-income families (McFarland, 2018). With funding being principally directed and effective for unduplicated students and by prioritizing unduplicated students in the design and implementation of the credit recovery program, the school aims to mitigate these disparities and provide equitable opportunities for academic advancement. Moreover, by offering a schoolwide program, the action contributes to the broader objective of fostering an inclusive learning environment that supports the diverse needs of all students.	
1.6	**Action:** State and Federal Programs **Need:** We require a position to oversee the state and federal programs designed to support unduplicated students. **Scope:** LEA-wide	This position is essential to ensure effective oversight and management of the state and federal programs that are specifically tailored to serve unduplicated students. With funding being principally directed and effective for unduplicated students and by having a dedicated individual overseeing these programs, we can ensure that resources are allocated efficiently, programs are implemented effectively, and the unique needs of unduplicated students are prioritized and addressed comprehensively. This helps to maximize the impact of these programs, ultimately leading to improved outcomes for unduplicated students and greater equity within our school system.	Learning Assessments SBAC Assessment data Graduation Rate
1.8	**Action:** Tutoring	Research affirms the effectiveness of tutoring as an evidence-based strategy to enhance student success (Devers et al., 2022). Students deemed	Learning Assessments English Learner Progress Indicator

Goal and Action #	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
	Need: The data from the SBAC Assessment underscores the critical need to prioritize support for English learners, homeless students, and those who are socioeconomically disadvantaged. Across all groups, significant gaps in academic achievement are evident. SBAC Assessment English Learners- 61.3 points below standard ELA (orange) and 90.7 points below standard Math (orange) Long Term English Learners- 83.8 points below standard ELA (red) and 125 points below standard Math (red) Homeless- 50 points below standard ELA (orange) and 114 points below standard Math (red) Socioeconomically Disadvantaged- 214.4 points below standard ELA (orange) and 77.2points below standard Math (orange) As we examine the English Language Proficiency Indicator (ELPI) to gauge the progress and proficiency levels of English learners, helping us tailor interventions and support to address their specific language acquisition needs effectively, it is evident that this continues to be an area of focus. English Learner Progress Indicator: English Learners: 43.7% (yellow) Long Term English Learners: 42.7% (orange) EL Reclassification rate: 12.1%	at-risk often require intensive support beyond standard instruction to grasp grade-level concepts or meet essential coursework requirements crucial for future academic achievement and graduation. Their academic progress is influenced by a myriad of factors, encompassing individual challenges such as behavioral or emotional obstacles, health issues, language barriers, and disabilities, as well as external circumstances like familial or community-based poverty, homelessness, and school transitions. Research by Hashim (2024) highlights the efficacy of tutoring in assisting struggling high school students. By providing targeted, individualized support, tutoring has shown promise in bolstering academic performance and addressing the diverse needs of at-risk learners. This approach aligns with the school's commitment to fostering student success and addressing the multifaceted challenges that impact student achievement. With funding being principally directed and effective for unduplicated students, additional pupils may encounter challenges or require additional assistance, therefore this action item will be available LEA-wide.	Graduation Rates SBAC Assessments

Goal and Action #	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
	Graduation rates also helped us identify the need to support these students group academically, as there is growth to be done to increase graduation rates. Graduation Rate: English Learners: 83.1% (green) Long Term English Learners: 82.4% (green) Homeless: 74.7% (yellow) Socioeconomically Disadvantaged: 81.1% (green) **Scope:** LEA-wide		
1.16	**Action:** Individual Learning Plans- Independent Study Academy- Increased & Improved Services **Need:** The data from the SBAC Assessment underscores the critical need to prioritize support for English learners, homeless students, and those who are socioeconomically disadvantaged. Across all groups, significant gaps in academic achievement are evident. SBAC Assessment English Learners- 61.3 points below standard ELA (orange) and 90.7 points below standard Math (orange)	The fusion of personalized learning and reduced case loads holds immense potential for enhancing the educational outcomes of diverse student populations, particularly English learners (EL) and those from low-income backgrounds. In the context of Visions In Education, a non-classroom based model, teachers have a case load, which refers to the number of students they are responsible for supporting and guiding academically. This is similar to that of a class size in a traditional model school. Over the past six years, Visions In Education has strategically reduced teacher case loads in the Home School Academy from 34:1 to as low as 29:1. With the funding being principally directed for unduplicated students who benefit the most from a reduced class size.	Learning Assessments SBAC Assessment data Graduation Rate

Goal and Action #	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
	Long Term English Learners- 83.8 points below standard ELA (red) and 125 points below standard Math (red) Homeless- 50 points below standard ELA (orange) and 114 points below standard Math (red) Socioeconomically Disadvantaged- 214.4 points below standard ELA (orange) and 77.2points below standard Math (orange) As we examine the English Language Proficiency Indicator (ELPI) to gauge the progress and proficiency levels of English learners, helping us tailor interventions and support to address their specific language acquisition needs effectively, it is evident that this continues to be an area of focus. English Learner Progress Indicator: English Learners: 43.7% (yellow) Long Term English Learners: 42.7% (orange) EL Reclassification rate: 12.1% Graduation rates also helped us identify the need to support these students group academically, as there is growth to be done to increase graduation rates. Graduation Rate: English Learners: 83.1% (green) Long Term English Learners: 82.4% (green) Homeless: 74.7% (yellow) Socioeconomically Disadvantaged: 81.1% (green)	Similar to class size, the teacher's case load can significantly impact the quality of education and the level of individualized support each student receives. Research on the effects of class size reduction is pertinent in discussions about case loads because both concepts center around the idea of teacher-student ratios and their implications for academic outcomes. Research underscores the significant benefits of personalized learning approaches, showing notable academic growth. Moreover, greater implementation of personalized learning practices correlates with increased positive effects on achievement across the board. Class size reduction further amplifies these benefits, particularly for lower-income students, who experience amplified gains from smaller classes (Class Size Matters, 2016) For English learners specifically, smaller class sizes positively impact reading achievement (ACTFL, 2021). Additionally, reduced class sizes facilitate various aspects crucial for effective language learning, including more thorough assessment of language performance, ample feedback provision, enhanced student-student and student-instructor interaction, and the lowering of affective filters to foster confidence in language use. Furthermore, the combination of personalized learning and reduced class sizes enables differentiation to cater to varying levels of proficiency and challenge, accommodating the needs of all learners, including those from underserved populations (Russell & Curtis, 2013).	

Goal and Action #	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
	Scope: LEA-wide	By adopting a holistic approach that integrates personalized learning strategies with reduced class sizes, schools can effectively address the diverse needs of students, ultimately leading to improved academic outcomes and increased achievement across the board.	
1.17	**Action:** Individual Learning Plans- University Prep Early College Academy- Increased & Improved Services **Need:** The data from the SBAC Assessment underscores the critical need to prioritize support for English learners, homeless students, and those who are socioeconomically disadvantaged. Across all groups, significant gaps in academic achievement are evident. SBAC Assessment English Learners- 61.3 points below standard ELA (orange) and 90.7 points below standard Math (orange) Long Term English Learners- 83.8 points below standard ELA (red) and 125 points below standard Math (red) Homeless- 50 points below standard ELA (orange) and 114 points below standard Math (red) Socioeconomically Disadvantaged- 214.4 points below standard ELA (orange) and 77.2points below standard Math (orange)	The fusion of personalized learning and reduced case loads holds immense potential for enhancing the educational outcomes of diverse student populations, particularly English learners (EL) and those from low-income backgrounds. In the context of Visions In Education, a non-classroom based model, teachers have a case load, which refers to the number of students they are responsible for supporting and guiding academically. This is similar to that of a class size in a traditional model school. Over the past six years, Visions In Education has strategically reduced teacher case loads in the Home School Academy from 34:1 to as low as 29:1. With the funding being principally directed for unduplicated students who benefit the most from a reduced class size. Similar to class size, the teacher's case load can significantly impact the quality of education and the level of individualized support each student receives. Research on the effects of class size reduction is pertinent in discussions about case loads because both concepts center around the idea of teacher-student ratios and their implications for academic outcomes. Research underscores the significant benefits of personalized learning approaches, showing	Learning Assessments SBAC Assessment data Graduation Rate

Goal and Action #	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
	As we examine the English Language Proficiency Indicator (ELPI) to gauge the progress and proficiency levels of English learners, helping us tailor interventions and support to address their specific language acquisition needs effectively, it is evident that this continues to be an area of focus. English Learner Progress Indicator: English Learners: 43.7% (yellow) Long Term English Learners: 42.7% (orange) EL Reclassification rate: 12.1% Graduation rates also helped us identify the need to support these students group academically, as there is growth to be done to increase graduation rates. Graduation Rate: English Learners: 83.1% (green) Long Term English Learners: 82.4% (green) Homeless: 74.7% (yellow) Socioeconomically Disadvantaged: 81.1% (green) **Scope:** LEA-wide	notable academic growth. Moreover, greater implementation of personalized learning practices correlates with increased positive effects on achievement across the board. Class size reduction further amplifies these benefits, particularly for lower-income students, who experience amplified gains from smaller classes (Class Size Matters, 2016) For English learners specifically, smaller class sizes positively impact reading achievement (ACTFL, 2021). Additionally, reduced class sizes facilitate various aspects crucial for effective language learning, including more thorough assessment of language performance, ample feedback provision, enhanced student-student and student-instructor interaction, and the lowering of affective filters to foster confidence in language use. Furthermore, the combination of personalized learning and reduced class sizes enables differentiation to cater to varying levels of proficiency and challenge, accommodating the needs of all learners, including those from underserved populations (Russell & Curtis, 2013). By adopting a holistic approach that integrates personalized learning strategies with reduced class sizes, schools can effectively address the diverse needs of students, ultimately leading to improved academic outcomes and increased achievement across the board.	
2.5	**Action:** Classified Staff Mentoring **Need:**	In response to the imperative to prioritize the needs of specific student groups and in consideration of feedback from educational partners, the school has decided to introduce a	College and Career Readiness Indicator

Goal and Action #	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
	The data from the SBAC Assessment underscores the critical need to prioritize support for English learners, homeless students, and those who are socioeconomically disadvantaged. Across all groups, significant gaps in academic achievement are evident. SBAC Assessment English Learners- 61.3 points below standard ELA (orange) and 90.7 points below standard Math (orange) Long Term English Learners- 83.8 points below standard ELA (red) and 125 points below standard Math (red) Homeless- 50 points below standard ELA (orange) and 114 points below standard Math (red) Socioeconomically Disadvantaged- 214.4 points below standard ELA (orange) and 77.2points below standard Math (orange) As we examine the English Language Proficiency Indicator (ELPI) to gauge the progress and proficiency levels of English learners, helping us tailor interventions and support to address their specific language acquisition needs effectively, it is evident that this continues to be an area of focus. English Learner Progress Indicator: English Learners: 43.7% (yellow) Long Term English Learners: 42.7% (orange) EL Reclassification rate: 12.1%	classified staff/student mentor program with funding being principally directed and effective for unduplicated students . Studies indicate that school-based mentoring programs can significantly enhance academic outcomes by fostering a strong bond between students and their mentors. Leveraging the expertise and dedication of volunteer classified staff members, the program aims to reinforce the school's academic mission. Research by Bayer et al. (2015) provides evidence that nurturing mentoring relationships positively impact academic performance, highlighting the potential of this initiative to bolster student achievement and promote holistic development. By implementing such a program, the school aims to provide targeted support to underserved student groups, as well as the student population as a whole, aligning with the LEA's goals for its unduplicated pupils and advancing its commitment to academic excellence and student well-being.	Pupil Participation- CTE Completors and Participation

Goal and Action #	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
	Graduation rates also helped us identify the need to support these students group academically, as there is growth to be done to increase graduation rates. Graduation Rate: English Learners: 83.1% (green) Long Term English Learners: 82.4% (green) Homeless: 74.7% (yellow) Socioeconomically Disadvantaged: 81.1% (green) When reviewing the College and Career Indicator, the specific student groups were identified as an area of need. English Learners: 5.2% prepared (yellow) Long Term English Learners: 7.1% prepared (orange) Homeless: 10.6% prepared (yellow) Socioeconomically Disadvantaged: 19% prepared (yellow) **Scope:** LEA-wide		
3.4	**Action:** Student Mentoring **Need:**	The funding is principally directed and effective for unduplicated students and involves enriching their involvement within the school community. By nurturing stronger bonds between students and mentoring organizations, our goal is to elevate	Suspension and Expulsion Rates Chronic Absenteeism Pupil Engagement

Goal and Action #	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
	When examining chronic absenteeism on the CA School Dashboard, our unduplicated student population, comprising English learners, homeless, and socio-economically disadvantaged students, falls within the orange category. Furthermore, they represent a key academic focus area, particularly concerning graduation rates and performance on state assessments. SBAC Assessment English Learners- 61.3 points below standard ELA (orange) and 90.7 points below standard Math (orange) Long Term English Learners- 83.8 points below standard ELA (red) and 125 points below standard Math (red) Homeless- 50 points below standard ELA (orange) and 114 points below standard Math (red) Socioeconomically Disadvantaged- 214.4 points below standard ELA (orange) and 77.2points below standard Math (orange) Graduation Rate: English Learners: 83.1% (green) Long Term English Learners: 82.4% (green) Homeless: 74.7% (yellow) Socioeconomically Disadvantaged: 81.1% (green) **Scope:**	both academic achievement and engagement. This initiative acknowledges the transformative influence of heightened participation on academic outcomes, empowering unduplicated students to excel academically. Research underscores the positive correlation between mentor-student relationships and school attendance (Guryan et al., 2020). Moreover, students engaged in mentorship programs are statistically more inclined to earn their diploma earlier and pursue post-secondary education compared to their non-participating peers (Rodriguez-Planas, 2012). Offering initiatives such as mentorship programs to all students, rather than solely focusing on unduplicated populations, is crucial for fostering a supportive and inclusive school environment.	

Goal and Action #	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
	LEA-wide		
3.5	**Action:** Mental Health and Wellness **Need:** Socio-economically disadvantaged students and English learners are more prone to experiencing mental health and wellness challenges. These difficulties can subsequently hinder academic achievement and student engagement, as evidenced by the state assessment scores and chronic absenteeism rates observed among our unduplicated populations. **Scope:** LEA-wide	Addressing mental health and wellness needs within our unduplicated populations is paramount, as absenteeism disproportionately impacts low-performing, low-income, and English learner students, exacerbating academic and socioemotional challenges (Gottfried et al., 2022). Poverty directly correlates with adverse effects on students' mental, social, and physical well-being (Deklich, 2021). Furthermore, English learners often experience psychological symptoms such as anxiety, depression, anger, school phobia, and disruptions in eating and sleeping patterns, underscoring the urgency of providing comprehensive mental health resources to address these issues (Parra et al., 2014). The funding is principally directed and effective for unduplicated students. Mental health issues can affect students from diverse backgrounds, regardless of their socio-economic status or English proficiency. By offering these services universally, we promote equity and ensure that every student has the opportunity to thrive academically and emotionally. Additionally, providing mental health support to all students helps reduce stigma surrounding mental health issues and encourages a culture of openness and support within the school community.	Suspension and Expulsion Rates Chronic Absenteeism Pupil Engagement
3.6	**Action:** Student Clubs/Athletic Clubs **Need:**	Placing unduplicated students at the forefront, it is crucial to leverage student clubs, athletic clubs, and social events to enhance their engagement within schools. The funding is principally directed	Suspension and Expulsion Rates Chronic Absenteeism Pupil Engagement

Goal and Action #	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
	When examining chronic absenteeism on the CA School Dashboard, our unduplicated student population, comprising English learners, homeless, and socio-economically disadvantaged students, show a need for additional supports: Chronic Absenteeism: English Learners: 6% (green) Long Term English Learners: 10.9% (yellow) Homeless: 11% (yellow) Socio-Economically Disadvantaged: 6.4% (green) **Scope:** LEA-wide	and effective for unduplicated students. Research underscores the significance of student engagement as a key predictor of academic achievement, particularly among underserved populations like low-income students (Brooks-Gunn and Duncan, 1997; Appleton et al., 2008). By prioritizing the involvement of unduplicated students in extracurricular activities, schools can effectively align motivations and minimize resistance, fostering a sense of connection and investment in learning. Additionally, actively engaging unduplicated students in such initiatives not only cultivates positive attitudes and behaviors but also mitigates the risk of academic disengagement, leading to tangible and lasting improvements in academic performance (UCLA School Mental Health Project, 2011). Expanding these opportunities schoolwide is crucial to ensuring equitable access and fostering a supportive and inclusive school culture.	
3.7	**Action:** Equitable Practices **Need:** To address chronic absenteeism rates and improve academic achievement among our unduplicated students, it is imperative to prioritize professional development focused on equity. Chronic Absenteeism: English Learners: 6% (green) Long Term English Learners: 10.9% (yellow)	This training equips educators with the necessary tools and understanding to better serve the diverse needs of our student population. The funding is principally directed and effective for unduplicated students. By fostering a deeper understanding of the cultural, socioeconomic, and linguistic backgrounds of unduplicated students, educators can create more inclusive and supportive learning environments. Through equity-focused professional development, educators can develop strategies to address systemic barriers to attendance and academic success, promote equitable practices, and cultivate a sense of	Suspension and Expulsion Rates Chronic Absenteeism Pupil Engagement

Goal and Action #	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
	Homeless: 11% (yellow) Socio-Economically Disadvantaged: 6.4% (green) **Scope:** LEA-wide	belonging for all students. Ultimately, by prioritizing equity training, we can work towards narrowing achievement gaps and ensuring that all students have the opportunity to thrive academically.	
3.8	**Action:** Student Transportation **Need:** The absence of transportation prevents our unduplicated students from participating in school events, leading to reduced student engagement levels. The Chronic Absenteeism rate is higher among our unduplicated students when compared to our overall average of 4.2%. Chronic Absenteeism: English Learners: 6% (green) Long Term English Learners: 10.9% (yellow) Homeless: 11% (yellow) Socio-Economically Disadvantaged: 6.4% (green) **Scope:** LEA-wide	The transportation program is principally directed at unduplicated pupils who face barriers attending school events due to limited transportation options. This initiative aims to reduce these barriers by providing reliable access to events that foster connection and engagement. While the program is designed to address the specific needs of unduplicated students, it is available to all students. By improving access, this effort seeks to increase participation, strengthen school belonging, and support positive academic and social outcomes.	Suspension and Expulsion Rates Chronic Absenteeism Pupil Engagement
3.9	**Action:** Equity and Student Engagement	Visions In Education prioritizes unduplicated students by expanding access to student clubs,	Suspension and Expulsion Rates

Goal and Action #	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
	Need: When examining chronic absenteeism on the CA School Dashboard, our unduplicated student population, comprising English learners, homeless, and socio-economically disadvantaged students, show a need for additional supports: Chronic Absenteeism: English Learners: 6% (green) Long Term English Learners: 10.9% (yellow) Homeless: 11% (yellow) Socio-Economically Disadvantaged: 6.4% (green) **Scope:** LEA-wide	athletic programs, and social events—key drivers of engagement and academic success. These efforts are coordinated by the Associate Director of Equity and Student Engagement, who also leads organization-wide implementation of equitable practices. This role ensures initiatives are both inclusive and effective in addressing the needs of low-income students, English learners, and foster youth. Research consistently links student engagement to academic achievement, particularly for underserved groups (Brooks-Gunn & Duncan, 1997; Appleton et al., 2008). Recent CAASPP and Dashboard data highlight persistent gaps, including Long-Term English Learners and students with disabilities performing over 80 points below standard in both ELA and Math. In response, Visions has expanded extracurricular offerings and regional events to foster belonging and motivation. Equity-focused professional development remains a key LCAP action, equipping educators with tools to address cultural and linguistic diversity, reduce barriers to attendance, and support inclusive instructional practices. Educational partner feedback underscores the importance of this training in creating supportive learning environments and ensuring all staff contribute to student success. These efforts are principally directed and demonstrably effective for unduplicated students, aligning with state priorities and Visions'	Chronic Absenteeism Pupil Engagement

Goal and Action #	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
		commitment to equity, connection, and academic growth.	
3.11	**Action:** Youth Development **Need:** When examining chronic absenteeism on the CA School Dashboard, our unduplicated student population, comprising English learners, homeless, and socio-economically disadvantaged students, show a need for additional supports: Chronic Absenteeism: English Learners: 6% (green) Long Term English Learners: 10.9% (yellow) Homeless: 11% (yellow) Socio-Economically Disadvantaged: 6.4% (green) **Scope:** LEA-wide	Visions In Education prioritizes unduplicated students by expanding access to development programs specifically focusing on youth—key drivers of engagement and academic success. These programs will be implemented by Youth Development Specialists with the support of an external partnership with the Youth Development Network. This program is both inclusive and effective in addressing the needs of low-income students, English learners, and foster youth. Research consistently links student engagement to academic achievement, particularly for underserved groups (Brooks-Gunn & Duncan, 1997; Appleton et al., 2008). These efforts are principally directed and demonstrably effective for unduplicated students, aligning with state priorities and Visions' commitment to equity, connection, and academic growth.	Suspension and Expulsion Rates Chronic Absenteeism Pupil Engagement
4.4	**Action:** Parent Engagement **Need:** Through reviewing the LCAP Parent Survey data, we had only 86 English learner parents complete the survey. In order to hear from all parent voices, we need to increase our parent engagement efforts.	Engaging parents of unduplicated students is critical for academic success, particularly in low-income communities where rates of parental involvement tend to be lower (Smith, 2006). Research by Darling-Hammond and Bransford (2005) underscores the importance of programs that actively involve families in the educational process to improve academic achievement, especially for English learner (EL) students.	Parent Participation in the LCAP Survey

Goal and Action #	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
	Scope: LEA-wide	However, EL parents often face unique barriers to engagement, including school-based barriers such as a negative climate toward immigrant parents, individual barriers like language proficiency issues (Quezada, Diaz, & Sanchez, 2003), and logistical barriers (Valdes, 1996). The funding is principally directed and effective for unduplicated students. Despite these challenges, studies by Jeynes (2007) and Rumberger (1995) have consistently demonstrated that students whose parents are actively involved in their schooling are more likely to complete high school. Therefore, making parental engagement a schoolwide focus is essential to address these barriers and ensure that all unduplicated students have the support they need to succeed academically.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.7	**Action:** Long Term English Learners (LTEL) **Need:** Focusing on Long Term English Learners (LTELs) is crucial because these students have been designated English learner for	According to research findings, Long Term English Learners (LTELs) possess distinct educational needs that the conventional English language development program may not adequately address (Hanover, 2017). Recognizing this, the school has opted to enhance and expand the	LTEL Learning Assessment Data/SBAC Assessment Data English Learner Progress Indicator

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	seven or more years, per the CA Dashboard Metrics, without achieving English proficiency, indicating persistent challenges that require targeted intervention. Our Long Term English Learners scored the following on the 2024 CA School Dashboard: English Learner Progress: 42.7% making progress (Orange) Chronic Absenteeism: 10.9% (Yellow) Graduation Rate: 82.4% (Green) ELA: 83.8 points below standard (Red) Math: 125 points below standard (Red) College & Career: 7.1% prepared (Orange) **Scope:** Limited to Unduplicated Student Group(s)	services provided to LTELs to bolster their English language acquisition. By increasing and refining the support offered to LTELs, the school aims to address the specific challenges these students encounter in mastering English. This action aligns with the LEA's commitment to meeting the diverse needs of its unduplicated student population and ensuring equitable access to educational opportunities. Furthermore, by tailoring services to the unique requirements of TELs, the school aims to facilitate their linguistic proficiency and overall academic success, thus contributing to the fulfillment of both state and local priorities for English language learners.	
1.11	**Action:** English Learner Support **Need:** The data from the SBAC Assessment underscores the critical need to prioritize support for English learners, homeless students, and those who are socioeconomically disadvantaged. Across all groups, significant gaps in academic achievement are evident. SBAC Assessment English Learners- 61.3 points below standard ELA (orange) and 90.7 points below standard Math (orange)	The school is committed to enhancing the academic attainment of English learners (ELs) by recruiting teachers specifically dedicated to supporting EL students with the greatest needs within the independent study program. These educators will deliver tailored assistance, including English Language Development (ELD) support, scaffolding for content-area courses, and addressing barriers hindering curriculum access. Furthermore, the school will invest in research-backed ELD curriculum to ensure all EL students receive designated ELD instruction. This comprehensive approach aims to foster a supportive learning environment and equip EL students with the tools necessary for academic success, aligning with the school's dedication to	Learning Assessments English Learner Progress Indicator Graduation Rates SBAC Assessments

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Long Term English Learners- 83.8 points below standard ELA (red) and 125 points below standard Math (red) As we examine the English Language Proficiency Indicator (ELPI) to gauge the progress and proficiency levels of English learners, helping us tailor interventions and support to address their specific language acquisition needs effectively, it is evident that this continues to be an area of focus. English Learner Progress Indicator: English Learners: 43.7% (yellow) Long Term English Learners: 42.7% (orange) EL Reclassification rate: 12.1% Graduation rates also helped us identify the need to support these students group academically, as there is growth to be done to increase graduation rates. Graduation Rate: English Learners: 83.1% (green) Long Term English Learners: 82.4% (green) **Scope:** Limited to Unduplicated Student Group(s)	advancing educational equity and empowering diverse student populations.	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.2	**Action:** Foster and Homeless Liaison **Need:** Our homeless student population are an area of focusing academically: SBAC Assessment Homeless- 50 points below standard ELA (orange) and 114 points below standard Math (red) Graduation Rate Homeless: 74.7% (yellow) To effectively meet their academic needs, we must prioritize addressing their fundamental living necessities first. **Scope:** Limited to Unduplicated Student Group(s)	Our homeless student population is facing significant academic challenges, often stemming from the instability and uncertainty associated with their living situations. To address this issue effectively, we recognize the critical need for a homeless/foster liaison who can provide essential support to these students in meeting their basic needs. By ensuring access to stable housing, adequate nutrition, healthcare, and other essential resources, the liaison plays a crucial role in creating a supportive environment where homeless students can thrive academically. By addressing these foundational needs, we aim to empower homeless students to fully engage in their education, overcome barriers to academic success, and achieve their full potential.	Suspension and Expulsion Rates Chronic Absenteeism Pupil Engagement

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

Not Applicable

Additional Concentration Grant Funding

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

Visions In Education staffing decisions are based on California School Dashboard, SBAC, ELPAC, and local attendance and graduation data, which show persistent academic gaps among unduplicated student groups. Long Term English Learners and English learners perform significantly below standard in ELA and math. Homeless students also demonstrate low academic performance and a lower graduation rate. Socioeconomically disadvantaged students show similarly significant gaps. This has assisted in guiding the allocation of additional staffing to the highest-need students and programs.

The actions support students by increasing access to targeted academic, social, and emotional supports for those with the greatest needs. Additional certificated and classified staff provide direct instruction, intervention, and scaffolding to address gaps in English language development and core academic areas. Specialized roles, such as teachers focused on English learners and a Foster and Homeless Liaison, ensure students receive individualized support that addresses both academic and non-academic barriers.

Mentoring and expanded mental health services strengthen student engagement, well-being, and persistence, while equity-focused leadership ensures resources and supports are aligned to student needs across the organization. Collectively, these actions improve access to instruction, increase engagement, and support better academic and graduation outcomes for unduplicated student groups. A Foster and Homeless Liaison provides direct case management and wraparound services to address both academic and non-academic barriers. Classified staff mentors support student engagement and connectedness through a mentoring program, which is linked to improved attendance and persistence. Expanded mental health and wellness services further support student success. Additionally, the Associate Director of Equity and Student Engagement coordinates equity initiatives, professional development, and student programs to ensure unduplicated students remain the focus of all efforts.

These investments align with the LCAP goals and associated actions, and collectively ensure that concentration grant funds directly increase staffing to provide targeted, individualized support to unduplicated students in accordance with state requirements.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Not Applicable	246:1
Staff-to-student ratio of certificated staff providing direct services to students	Not Applicable	21:1

2026-27 Total Planned Expenditures Table

LCAP Year	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 %)
Totals	99151835	14859390	14.987%	0.000%	14.987%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$84,699,011.28	$962,389.35	$0.00	$2,614,049.37	$88,275,450.00	$72,574,244.54	$15,701,205.46

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	1.1	Curriculum Offerings and Support	All Students with Disabilities	No			All Schools		$911,729.96	$13,031,021.00	$13,942,750.96				$13,942,750.96	
1	1.2	Individual Learning Plans-Instructional Academies-Independent Study	All Students with Disabilities	No			All Schools		$8,611,929.92	$204,951.00	$8,756,018.03	$60,862.89			$8,816,880.92	
1	1.3	Instructional Assistants (Federally Funded- Title I)	All	No			All Schools		$771,412.49	$0.00				$771,412.49	$771,412.49	
1	1.4	Online Middle School Academy	All Students with Disabilities	No			All Schools		$3,326,845.31	$0.00	$3,162,841.98	$164,003.33			$3,326,845.31	
1	1.5	Credit Recovery Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$2,637,310.72	$0.00	$2,637,310.72				$2,637,310.72	
1	1.6	State and Federal Programs	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$367,852.14	$0.00	$367,852.14				$367,852.14	
1	1.7	Long Term English Learners (LTEL)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$0.00	$20,140.00	$20,140.00				$20,140.00	
1	1.8	Tutoring	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$18,500.00	$18,500.00				$18,500.00	
1	1.9	Early Childhood Education	All Students with Disabilities	No			All Schools		$172,416.72	$0.00	$172,416.72				$172,416.72	
1	1.10	Curriculum & Instruction Department	All Students with Disabilities	No			All Schools		$1,175,493.37	$0.00	$1,175,493.37				$1,175,493.37	

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	1.11	English Learner Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$1,425,596.24	$0.00	$1,425,596.24				$1,425,596.24	
1	1.12	English Language Development Coordinator (Federally Funded, Title III)	All Students with Disabilities	No			All Schools		$122,570.05	$0.00				$122,570.05	$122,570.05	
1	1.13	Services for Students with Disabilities	Students with Disabilities	No			All Schools		$10,647,246.86	$0.00	$10,432,446.52			$214,800.34	$10,647,246.86	
1	1.14	Individual Learning Plans- Instructional Academies- Home School	All Students with Disabilities	No			All Schools		$20,784,554.78	$0.00	$20,589,129.41	$195,425.37			$20,784,554.78	
1	1.15	Individual Learning Plans- University Prep Early College	All Students with Disabilities	No			All Schools		$2,550,361.18	$0.00	$2,153,093.42	$397,267.76			$2,550,361.18	
1	1.16	Individual Learning Plans- Independent Study Academy- Increased & Improved Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$8,551,067.03	$0.00	$8,551,067.03				$8,551,067.03	
1	1.17	Individual Learning Plans- University Prep Early College Academy- Increased & Improved Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$3,000,628.20	$0.00	$3,000,628.20				$3,000,628.20	
1	1.18	Teacher Credentialing	All Students with Disabilities	No			All Schools		$0.00	$12,000.00	$12,000.00				$12,000.00	
2	2.1	CTE Programming	All Students with Disabilities	No			All Schools		$312,030.00	$0.00	$312,030.00				$312,030.00	
2	2.2	Naviance	All Students with Disabilities	No			All Schools		$0.00	$35,542.00		$35,542.00			$35,542.00	
2	2.3	Dual Enrollment- Grant Funded	All Students with Disabilities	No			All Schools		$54,288.00	$0.00		$54,288.00			$54,288.00	
2	2.4	College Experience (Federally Funded- Title IV)	All Students with Disabilities	No			All Schools		$0.00	$103,260.00				$103,260.00	$103,260.00	
2	2.5	Classified Staff Mentoring	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$96,625.00	$96,625.00				$96,625.00	
2	2.6	Home School Counselors (Federally Funded, Title I)	All Students with	No			All Schools		$531,544.34	$0.00				$531,544.34	$531,544.34	

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
			Disabilities													
2	2.7	Counseling Program Manager	All Students with Disabilities	No			All Schools		$218,673.33	$0.00	$218,673.33				$218,673.33	
2	2.8	CTE/Dual Enrollment Coordinators	All Students with Disabilities	No			All Schools		$394,762.94	$0.00	$394,762.94				$394,762.94	
2	2.9	Independent Study & University Prep Counselors	All	No			All Schools		$1,431,029.72	$0.00	$1,431,029.72				$1,431,029.72	
3	3.1	Social Work Support (Federally Funded, Title I)	All Students with Disabilities	No			All Schools		$527,888.15	$0.00				$527,888.15	$527,888.15	
3	3.2	Foster and Homeless Liaison	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools		$164,394.29	$0.00	$164,394.29				$164,394.29	
3	3.3	Homeless/Foster Supplies (Federally Funded, Title I)	All Students with Disabilities	No			All Schools		$15,000.00	$0.00				$15,000.00	$15,000.00	
3	3.4	Student Mentoring	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$0.00	$76,000.00	$76,000.00				$76,000.00	
3	3.5	Mental Health and Wellness	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$0.00	$49,852.00	$49,852.00				$49,852.00	
3	3.6	Student Clubs/Athletic Clubs	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$182,700.00	$174,550.00	$357,250.00				$357,250.00	
3	3.7	Equitable Practices	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$0.00	$131,400.00	$131,400.00				$131,400.00	
3	3.8	Student Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$100,000.00	$100,000.00				$100,000.00	
3	3.9	Equity and Student Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$479,580.66	$0.00	$479,580.66				$479,580.66	
3	3.10	PLC Planning and Support (Federally Funded, Title II)	All Students with Disabilities	No			All Schools		$227,612.00	$99,962.00				$327,574.00	$327,574.00	

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
3	3.11	Youth Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$259,135.42	$62,000.00	$321,135.42				$321,135.42	
3	3.12	School Facilities	All Students with Disabilities	No			All Schools									
4	4.1	Emergency and Safety Procedures	All Students with Disabilities	No			All Schools		$0.00	$59,322.00	$59,322.00				$59,322.00	
4	4.2	Communication and Feedback Loops	All Students with Disabilities	No			All Schools		$352,874.92	$95,660.50	$448,535.42				$448,535.42	
4	4.3	Data Analysis Support	All Students with Disabilities	No			All Schools		$740,240.45	$0.00	$740,240.45				$740,240.45	
4	4.4	Parent Engagement	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		$0.00	$161,357.00	$161,357.00				$161,357.00	
4	4.5	Communication Tools	All Students with Disabilities	No			All Schools	Marketing, Launchpad, Ellie F., Ben D., Justina J.	$893,117.19	$761,900.00	$1,655,017.19				$1,655,017.19	
4	4.6	Student and Family Events	All Students with Disabilities	No			All Schools		$0.00	$407,162.96	$352,162.96	$55,000.00			$407,162.96	
4	4.7	Staff Training & Onboarding	All	No			All Schools		$732,358.16	$0.00	$732,358.16				$732,358.16	

2026-27 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
99151835	14859390	14.987%	0.000%	14.987%	$17,958,688.70	0.000%	18.112 %	**Total:**	$17,958,688.70
								LEA-wide Total:	$16,348,558.17
								Limited Total:	$1,610,130.53
								Schoolwide Total:	$0.00

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	**1.5**	Credit Recovery Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,637,310.72	
1	**1.6**	State and Federal Programs	Yes	LEA-wide	English Learners Low Income	All Schools	$367,852.14	
1	**1.7**	Long Term English Learners (LTEL)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$20,140.00	
1	**1.8**	Tutoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$18,500.00	
1	**1.11**	English Learner Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$1,425,596.24	
1	**1.16**	Individual Learning Plans- Independent Study Academy- Increased & Improved Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,551,067.03	

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	1.17	Individual Learning Plans-University Prep Early College Academy-Increased & Improved Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,000,628.20	
1	1.18	Teacher Credentialing				All Schools	$12,000.00	
2	2.5	Classified Staff Mentoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$96,625.00	
3	3.2	Foster and Homeless Liaison	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	$164,394.29	
3	3.4	Student Mentoring	Yes	LEA-wide	English Learners Low Income	All Schools	$76,000.00	
3	3.5	Mental Health and Wellness	Yes	LEA-wide	English Learners Low Income	All Schools	$49,852.00	
3	3.6	Student Clubs/Athletic Clubs	Yes	LEA-wide	English Learners Low Income	All Schools	$357,250.00	
3	3.7	Equitable Practices	Yes	LEA-wide	English Learners Low Income	All Schools	$131,400.00	
3	3.8	Student Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income		$100,000.00	
3	3.9	Equity and Student Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$479,580.66	
3	3.11	Youth Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$321,135.42	
4	4.4	Parent Engagement	Yes	LEA-wide	English Learners Low Income	All Schools	$161,357.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$73,169,017.62	$70,468,319.11

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Curriculum Offerings and Support	No	$14,466,917.97	$11,369,458.01
1	**1.2**	Individual Learning Plans- Instructional Academies- Independent Study	No	$8,451,503.96	$8,506,585.48
1	**1.3**	Instructional Assistants (Federally Funded- Title I)	No	$744,921.00	$632,885.72
1	**1.4**	Online Middle School Academy	No	$2,265,528.64	$2,208,936.88
1	**1.5**	Credit Recovery Program	Yes	$1,804,753.18	$2,658,268.62
1	**1.6**	State and Federal Programs	Yes	$180,840.34	$180,840.34
1	**1.7**	Long Term English Learners (LTEL)	Yes	$13,334.75	$20,140.25
1	**1.8**	Tutoring	Yes	$20,000.00	$18,500.00
1	**1.9**	Transitional Kindergarten Teacher on Special Assignment	No	$128,433.24	$128,433.24
1	**1.10**	Professional Learning and Innovation Teacher on Special Assignment	No	$979,924.43	$968,629.45
1	**1.11**	English Learner Support	Yes	$1,129,057.69	$1,025,839.53

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	1.12	English Language Development Teacher on Special Assignment (Federally Funded, Title III)	No	$91,590.45	$91,590.45
1	1.13	Services for Students with Disabilities	No	$5,872,014.97	$6,978,278.08
1	1.14	Individual Learning Plans- Instructional Academies- Home School	No	$16,811,351.74	$16,248,458.41
1	1.15	Individual Learning Plans- University Prep Early College	No	$2,004,451.64	$1,836,418.67
1	1.16	Individual Learning Plans- Independent Study Academy- Increased & Improved Services	Yes	$7,576,190.96	$8,078,949.78
1	1.17	Individual Learning Plans- University Prep Early College Academy- Increased & Improved Services	Yes	$2,537,912.04	$2,559,980.42
2	2.1	CTE Programming	No	$447,218.76	$293,050.87
2	2.2	Naviance	No	$28,787.82	$35,542.00
2	2.3	Dual Enrollment	No	$30,869.00	$30,187.23
2	2.4	College Experience (Federally Funded- Title IV)	No	$85,000.00	$103,260.00
2	2.5	Classified Staff Mentoring		$66,008.00	$96,625.00
2	2.6	Home School Counselors (Federally Funded, Title I)	No	$386,657.62	$488,737.58
2	2.7	Counseling Program Manager	No	$209,471.20	$209,471.20
2	2.8	CTE Coordinator	No	$182,771.73	$182,771.73

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.9	Independent Study & University Prep Counselors	No	$1,553,557.14	$1,196,997.31
3	3.1	Social Work Support (Federally Funded, Title I)	No	$370,735.83	$475,582.96
3	3.2	Foster and Homeless Liaison	Yes	$151,191.29	$132,101.44
3	3.3	Homeless/Foster Supplies (Federally Funded, Title I)	No	$15,000.00	15000
3	3.4	Student Mentoring	Yes	$73,000.00	$76,000.00
3	3.5	Mental Health and Wellness	Yes	$162,331.80	$49,852.16
3	3.6	Student Clubs/Athletic Clubs	Yes	$176,377.00	$134,305.65
3	3.7	Equitable Practices	Yes	$110,000.00	$86,386.13
3	3.8	Student Transportation	Yes	$30,000.00	$100,000.00
3	3.9	Associate Director - Equity and Student Engagement	Yes	$230,736.09	$230,736.09
3	3.10	PLC Planning and Support (Federally Funded, Title II)	No	$160,775.00	$227,612.00
4	4.1	Emergency and Safety Procedures	No	$215,400.00	$30,000.00
4	4.2	Communication and Feedback Loops	No	$498,428.21	$492,158.83

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)
4	**4.3**	Data Analysis Support	No	$397,566.64	$403,940.77
4	**4.4**	Parent Engagement	Yes	$95,600.00	$135,025.27
4	**4.5**	Communication Tools	No	$1,401,047.82	$1,171,589.34
4	**4.6**	Student and Family Events	No	$254,386.00	$224,150.47
4	**4.7**	Staff Training & Onboarding	No	$757,373.67	$335,041.75

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
12758789	$14,291,325.14	$15,486,925.68	($1,195,600.54)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.5	Credit Recovery Program	Yes	$1,804,753.18	$2,658,268.62		
1	1.6	State and Federal Programs	Yes	$180,840.34	$180,840.34		
1	1.7	Long Term English Learners (LTEL)	Yes	$13,334.75	$20,140.25		
1	1.8	Tutoring	Yes	$20,000.00	$18,500.00		
1	1.11	English Learner Support	Yes	$1,129,057.69	$1,025,839.53		
1	1.16	Individual Learning Plans-Independent Study Academy-Increased & Improved Services	Yes	$7,576,190.96	$8,078,949.78		
1	1.17	Individual Learning Plans-University Prep Early College Academy- Increased & Improved Services	Yes	$2,537,912.04	$2,559,980.42		
3	3.2	Foster and Homeless Liaison	Yes	$151,191.29	$132,101.44		
3	3.4	Student Mentoring	Yes	$73,000.00	$76,000.00		
3	3.5	Mental Health and Wellness	Yes	$162,331.80	$49,852.16		
3	3.6	Student Clubs/Athletic Clubs	Yes	$176,377.00	$134,305.65		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	**3.7**	Equitable Practices	Yes	$110,000.00	$86,386.13		
3	**3.8**	Student Transportation	Yes	$30,000.00	$100,000.00		
3	**3.9**	Associate Director - Equity and Student Engagement	Yes	$230,736.09	$230,736.09		
4	**4.4**	Parent Engagement	Yes	$95,600.00	$135,025.27		

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)
90471826	12758789	0	14.102%	$15,486,925.68	0.000%	17.118%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

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

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

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

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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