

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Valley Oaks Charter School (VOCS)

CDS Code: 15101571530492

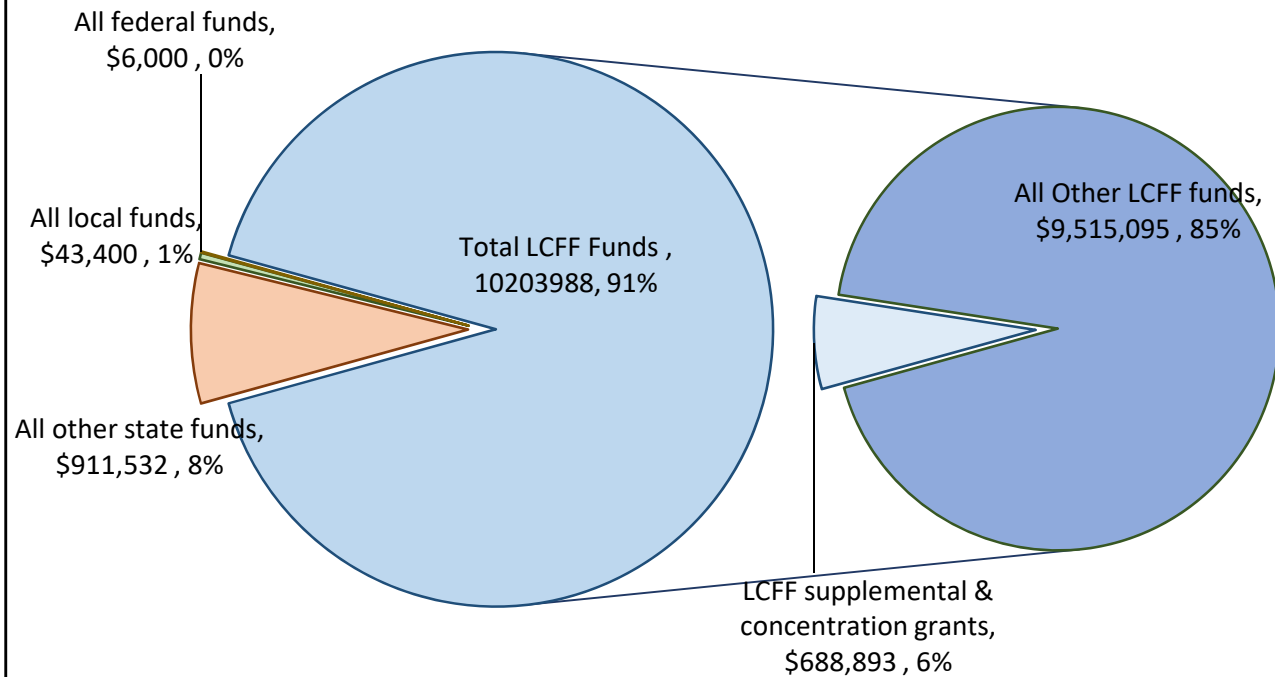
School Year: 2021 – 22

LEA contact information: Name: Deanna Downs Position: Director II Email: dedowns@kern.org Phone: (661) 255-1234

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 2021 – 22 School Year

### Projected Revenue by Fund Source

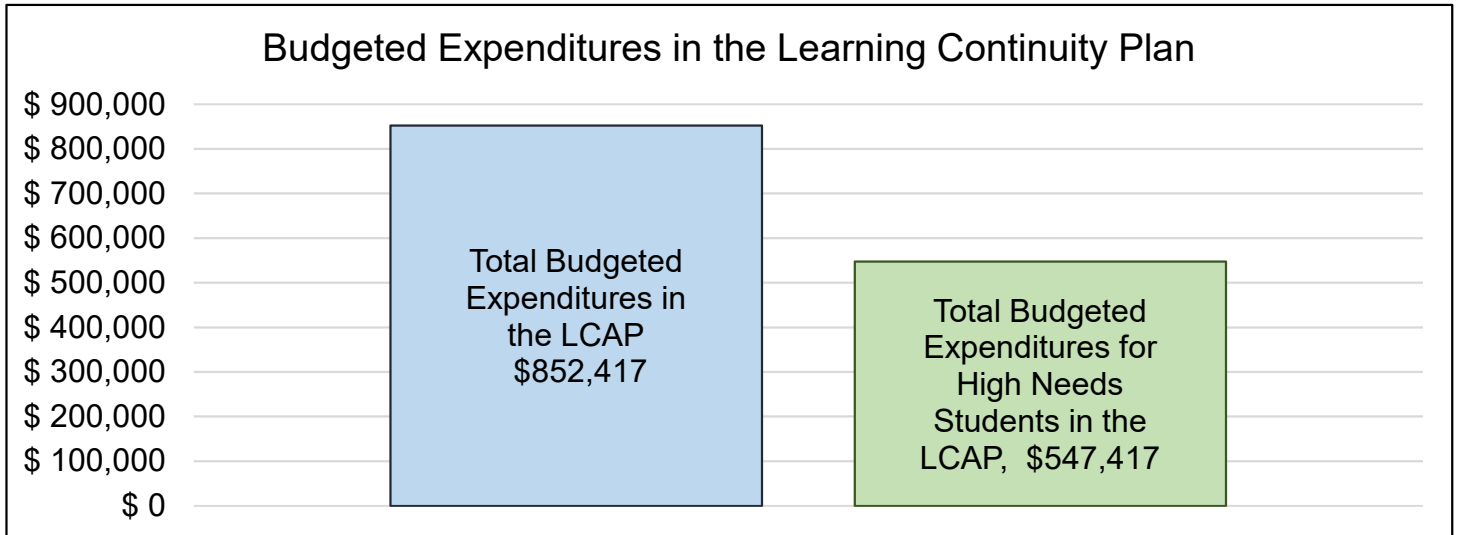


This chart shows the total general purpose revenue Valley Oaks Charter School (VOCS) expects to receive in the coming year from all sources.

The total revenue projected for Valley Oaks Charter School (VOCS) is \$11,164,920.00, of which \$10,203,988.00 is Local Control Funding Formula (LCFF), \$911,532.00 is other state funds, \$43,400.00 is local funds, and \$6,000.00 is federal funds. Of the \$10,203,988.00 in LCFF Funds, \$688,893.00 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 Valley Oaks Charter School (VOCS) plans to spend for planned actions and services in the Learning Continuity Plan for 2021 – 22 and how much of the total is tied to increasing or improving services for high needs students.

Valley Oaks Charter School (VOCS) plans to spend \$9,672,237.00 for the 2021 – 22 school year. Of that amount, \$852,417.00 is tied to actions/services in the Learning Continuity Plan and \$8,819,820.00 is not included in the Learning Continuity Plan. The budgeted expenditures that are not included in the Learning Continuity Plan will be used for the following:

The total revenue projected for Valley Oaks Charter School is \$10,203,988, of which \$688,893 is Local Control Funding Formula (LCFF), \$240,907 is other state funds, and \$43,400 is local funds. Of the \$9,672,237 LCFF funds, \$688,893 is generated based on the enrollment of high needs students (Socioeconomically Disadvantaged, English Learners, Homeless, and Foster Youth).

Increased or Improved Services for High Needs Students in the Learning Continuity Plan for the 2021 – 22 School Year

# LCFF Budget Overview for Parents

In 2021 – 22, Valley Oaks Charter School (VOCS) is projecting it will receive \$688,893.00 based on the enrollment of foster youth, English learner, and low-income students. Valley Oaks Charter School (VOCS) must describe how it intends to increase or improve services for high needs students in the Learning Continuity Plan. Valley Oaks Charter School (VOCS) plans to spend \$547,417.00 towards meeting this requirement, as described in the Learning Continuity Plan. The additional improved services described in the plan include the following:

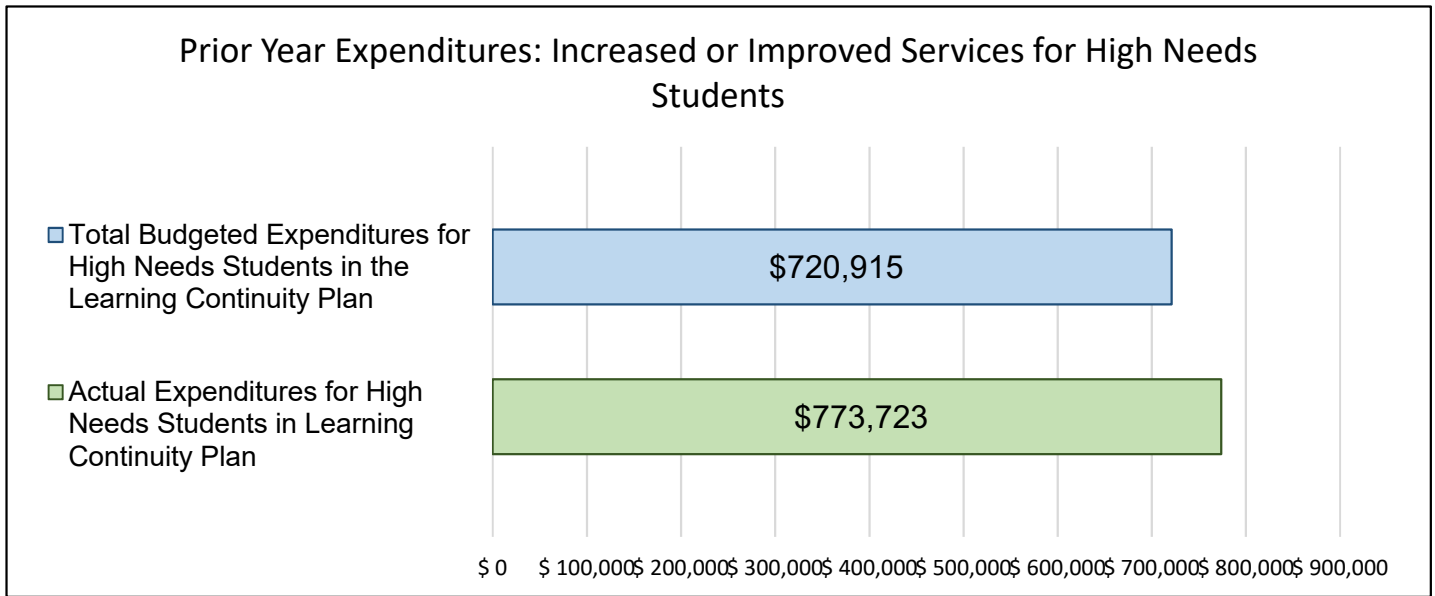
All services provided at each site will provide priority to those students identified as English Learner, Socioeconomically Disadvantaged, and Foster Youth and will benefit all other students as well. Using the FCMAT LCFF calculator, VOCS has calculated it will receive the amount stated above in Supplemental and Concentration funding under the Local Control Funding Formula. These funds are based on the number of English learners, students identified as low income, and Foster Youth. Utilization of the supplemental funds to increase student achievement benefits both unduplicated students and all students at Valley Oaks Charter School (VOCS). It provides all students additional opportunities to enhance the overall academic environment and moves everyone towards the 21st century learning approach. VOCS will use professional learning opportunities, supplemental curriculum and materials, technology and equipment, and community partnerships to support all action steps, which will help better serve our unduplicated pupils and all students overall.

These beliefs support our goals and expenditures, the details of which are itemized in this plan. To better serve our unduplicated pupils and all students attending VOCS, the Local Control and Accountability Plan includes the following possible additional actions and services such as, but not limited to:

- Additional staff members that have been specifically assigned based on their targeted training
- Professional learning opportunities offered to Certificated Staff and Parent Educators
- Enrichment classes created to support students that nearly meet, exceed or do not meet academic standards
- Additional tutoring sessions available to every student

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2020 – 21



This chart compares what Valley Oaks Charter School (VOCS) budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Valley Oaks Charter School (VOCS) estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, Valley Oaks Charter School (VOCS)'s Learning Continuity Plan budgeted \$720,915.00 for planned actions to increase or improve services for high needs students. Valley Oaks Charter School (VOCS) actually spent \$773,723.00 for actions to increase or improve services for high needs students in 2020 – 21.

# Annual Update for Developing the 2021-22 Local Control and Accountability Plan

## Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Valley Oaks Charter School (VOCS)	Deanna Downs Director II	dedowns@kern.org (661) 636-4428

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

# Goal 1

VOCS students will graduate high school prepared to enter into a higher education and/or pursue a career path.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                             Priority 2: State Standards (Conditions of Learning)  
                             Priority 3: Parental Involvement (Engagement)  
                             Priority 4: Pupil Achievement (Pupil Outcomes)  
                             Priority 5: Pupil Engagement (Engagement)  
                             Priority 7: Course Access (Conditions of Learning)  
                             Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> Priority 1(a): Basic Services – Teachers appropriately assigned and fully credentialed for assignment <b>19-20</b> Expected: Maintain 100% of VOCS' teachers appropriately assigned and fully credentialed for assignment.  Actual: <b>Baseline</b> 100% of VOCS' teachers are appropriately assigned and fully credentialed for assignment.	According to CALPADS, VOCS maintained 100% of its teachers appropriately assigned and credentialed for assignment.
<b>Metric/Indicator</b> Priority 1(b): Pupils access to standards-aligned materials <b>19-20</b> Expected: Maintain 100% of VOCS' students having access to standards-aligned curriculum/materials.	According to the School Accountability Report Card, 100% of VOCS' pupils had access to standards-aligned curriculum and materials.

Expected	Actual
<p>Actual:</p> <p><b>Baseline</b> 100% of VOCS' students will have access to standards-aligned curriculum/materials.</p>	
<p><b>Metric/Indicator</b> Priority 1(c): School facilities maintained is good repair</p> <p><b>19-20</b> Expected: VOCS facilities will have an overall rating of "Good" as indicated on the FIT report.</p> <p>Actual:</p> <p><b>Baseline</b> All VOCS facilities have an overall rating of "Good" as indicated on the FIT report.</p> <p><b>Metric/Indicator</b> Priority 2(a): Implementation of State Standards</p> <p><b>19-20</b> Expected: Continue to maintain a strong parent choice program by maintaining at least 95% of parent educators using CCSS to help guide their instructional day. VOCS will continue to guarantee that 100% of classroom teachers have access to and completed training in the California State Content Standards</p> <p>Actual:</p> <p><b>Baseline</b> VOCS maintained a strong parent choice program and determined that 95% of parent educators use CCSS to help guide their instructional day.</p>	<p>VOCS maintained a Good Rating on the FIT report.</p> <p>VOCS maintained a strong parent choice program and continued to offer professional development opportunities to VOCS credentialed teachers. For the 19-20 school year, professional learning was attended either in-person or virtually. 73% of VOCS credentialed teachers attended professional development training and some examples were in the areas of Google, Zoom, Linda Mood Bell, technology, safety, conquering dyslexia, and child abuse and neglect reporting, non-suicidal self injury, and social-emotional learning workshops.</p>

Expected	Actual
<p><b>Metric/Indicator</b> Priority 2(b): Programs/Services to enable English Learners access to CCSS and ELD standards</p> <p><b>19-20</b> Expected: Increase EL Parent Educators participating in parent workshops to 17%. Retain two instructional tutors to help high school students with English and other subjects.</p> <p>Actual:</p> <p><b>Baseline</b> Parent educator workshops were created, which allowed English Learners to access the CCSS and ELD standards. Additionally, an instructional tutor was hired to help high school students with English and other subjects.</p>	<p>Beginning of the year Parent Educator workshops were created again this year, which provided an opportunity for parent educators with English Learners (EL) to access curriculum and educational resources. 15% of TK-8 EL parent educators attended beginning of the year parent workshops, which is a decrease from last year. VOCS will address this decrease next year by reaching out more to EL parent educators to encourage their participation.</p>
<p><b>Metric/Indicator</b> Priority 3(a): Parental Involvement – Efforts to seek parent input in making decisions for district and school sites</p> <p><b>19-20</b> Expected: Maintain 100% of VOCS' parent participation as reflected on the Master Agreement. Continue to offer parents different opportunities to offer their input in making decisions for each site by completing surveys, attending table meetings, receiving weekly emails, newsflash, announcements, attending parent workshops, attending Town Hall meetings with administrators, and/or attending the VOCS Board meeting. Increase parent participation at Town Hall meetings by one percent.</p> <p>Actual:</p> <p><b>Baseline</b> 100% of VOCS' parent participation is reflected on the Master Agreement. VOCS continued to offer parents different</p>	<p>VOCS maintained 100% of parent participation as reflected on the Master Agreement. Additionally, VOCS continued to seek input from parent educators by providing different opportunities for parents to provide suggestions in making decisions by completing surveys, attending in-person/virtual table meetings, receiving Parent Square/Newsflash announcements/emails, attending in-person/virtual Town Hall meetings, and/or attending in-person/virtual VOCS Governing Board meetings. Due to the nature of the school year, Town Hall meetings were done virtually and attendance was minimal. VOCS will focus on advertising more to increase attendance at the 2021-22 Town Hall meetings.</p>



Expected	Actual
<p>opportunities to offer their input in making decisions for each site by completing surveys, attending table meetings, receiving weekly emails/newsflash/announcements, attending parent workshops, attending Town Hall meetings with administrators, and/or attending the VOCS Board meeting. Based on sign-in sheets, 7.5% of VOCS families attended Town Hall meetings schoolwide, which was an increase of one percent from the previous year.</p>	
<p><b>Metric/Indicator</b> Priority 3(b): Efforts to seek participation of parents for unduplicated pupils</p> <p><b>19-20</b> Expected: Increase parent survey participation from the 3% baseline to 8% using both paper and online surveys.</p> <p>Actual:</p> <p><b>Baseline</b> VOCS continued to offer parents the opportunity to offer their input in making decisions for each site by completing surveys, attending table meetings, receiving weekly emails/newsflash/announcements, attending parent workshops, attending Town Hall meetings with administrators, and/or attending the VOCS Board meeting. A baseline for parent involvement for our unduplicated pupils was created. Three percent of the parents that attended Town Hall meetings were parents of unduplicated pupils. This year VOCS will focus on creating a baseline for completed and returned End of the Year Surveys.</p>	<p>VOCS created a "hard copy" of the annual survey to give to families that do not have access to the on-line version. Due to the timing and nature of the school year, no hard copies of the survey were taken this year. Parents of unduplicated pupils were also able to share any requests and/or input with VOCS staff at in-person/virtual meetings.</p>
<p><b>Metric/Indicator</b> Priority 3(c): Efforts to seek participation of parents for pupils with exceptional needs</p> <p><b>19-20</b></p>	<p>100% of parents of student with IEP's and 504's attended scheduled meetings this year, either in-person or virtually.</p>

Expected	Actual
<p>Expected: 100% attendance and participation of parents of students with exceptional needs in scheduled initial, annual, triennial, or as needed IEP meetings. Also, 100% of parents of students with 504s will attend scheduled meetings.</p> <p>Actual:</p> <p><b>Baseline</b> This year, 100% of parents of students with exceptional needs attended and participated in scheduled annual, initial, triennial, or as needed basis IEP meetings. Also, 100 % of parents of students with 504s attended scheduled meetings.</p>	
<p><b>Metric/Indicator</b> Priority 4(a): Pupil Achievement – Statewide Assessments (ELA&amp;Math)</p> <p><b>19-20</b> Expected: Continue to focus on "Standard Not Met" in both ELA and Math. Decrease all grade levels by 1% in both ELA and Math.</p> <p>2019 Student Overall Scores:</p> <p>ELA 3rd 41% 4th 47% 5th 52% 6th 37% 7th 31% 8th 22% 11th 11%</p> <p>Math 3rd 43% 4th 41% 5th 69%</p>	<p>Due to the COVID-19 pandemic, statewide assessments were suspended and the reporting of state and local indicators on the 2020 Dashboard were not available.</p> <p>2020 STAR Renaissance results indicated 95% of VOCS 3rd-8th grade students (529 students schoolwide) tested at least two times, with 75% of the students scoring at or above grade level.</p> <p>2019 Edmentum Benchmark testing results indicated that 88% of VOCS 9th-12th grade students (248 students at the Bakersfield site) tested at least two times during the school year.</p>

Expected	Actual
<p>6th 50%</p> <p>7th 49%</p> <p>8th 51%</p> <p>11th 59%</p> <p>Expected: Socioeconomically Disadvantaged:            ELA: Decrease from 37% to 36%            Math: Decrease from 58% to 57%</p> <p>Actual: Socioeconomically Disadvantaged</p> <p>Expected: English Learners            ELA: Decrease from 44% to 43%            Math: Decrease from 82% to 81%</p> <p>Actual: English Learners</p> <p>Expected: Hispanic            ELA: Decrease from 37% to 36%            Math: Decrease from 53% to 52%</p> <p>Actual:</p> <p>Expected: Students with Disability:            ELA: Decrease from 65% to 64%            Math: Decrease from 72% to 71%</p> <p>Actual:</p>	

Expected	Actual
<p><b>Baseline</b>  State wide Assessments: 2016 CAASPP Results:  “Standard Not Met” - ELA/Math</p> <p>ELA  3rd 52%  4th 47%  5th 31%  6th 37%  7th 26%  8th 32%  11th 9%</p> <p>Math  3rd 52%  4th 38%  5th 51%  6th 49%  7th 40%  8th 48%  11th 42%</p> <p>Socioeconomically Disadvantaged:  ELA – 43%    Math – 62%</p> <p>English Learners:  ELA – 34%    Math – 45%</p> <p>Hispanic:  ELA – 37%    Math – 48%</p> <p>Special Education:  ELA – 69%    Math – 79%</p>	

Expected	Actual
<p><b>Metric/Indicator</b> Priority 4(b): Pupil Achievement – Percentage of pupils completing A-G or CTE sequences/programs</p> <p><b>19-20</b> Expected: Increase the percentage of pupils completing A-G or CTE sequences and/or programs from 23% to 24%.</p> <p>Actual:</p> <p><b>Baseline</b> The percentage of pupils completing A-G or CTE sequences/programs increased from 15.5% to 18.3%.</p> <p><b>Metric/Indicator</b> Priority 4(c): Pupil Achievement – Percentage of pupils making progress towards English proficiency</p> <p><b>19-20</b> Expected: Increase the rate of students scoring at levels 3 or 4 on the ELPAC by at least 1%.</p> <p>Actual:</p> <p><b>Baseline</b> Pupils making progress towards English proficiency increased from 40% to 50%.</p>	<p>25% of VOCS students completed A-G or CTE sequences, which is a one percent increase over what we expected to complete this year.</p> <p>According to the 2019 CA Dashboard, 32% of EL students are making progress towards English proficiency.</p>
<p><b>Metric/Indicator</b> Priority 4(d): Pupil Achievement – EL reclassification rate</p> <p><b>19-20</b> Expected: VOCS will reclassify at least one EL student this year.</p> <p>Actual:</p>	<p>No EL students were reclassified this school year.</p>

Expected	Actual
<p><b>Baseline</b> English Learner reclassification rate: 17%.</p> <p><b>Metric/Indicator</b> Priority 4(e): Pupil Achievement – Percentage of pupils passing AP exams with 3 or higher</p> <p><b>19-20</b> Expected: VOCS does not expect any students to enroll in online AP classes this year.</p> <p>Actual:</p> <p><b>Baseline</b> Percentage of pupils passing AP exam with a 3 or higher: 67%</p>	<p>No AP exams were taken this year.</p>
<p><b>Metric/Indicator</b> Priority 4(f): Pupil Achievement – Percentage of pupils who participate in and demonstrate college preparedness on EAP</p> <p><b>19-20</b> Expected: Increase percentage of pupils participating in and demonstrating college preparedness on EAP from 27% to 28% in ELA and from 1.19% to 2% in Math. VOCS will strive to change the mindset of the EAP with the help of Edmentum and tutors, especially in the area of math.</p> <p>Actual:</p> <p><b>Baseline</b> Percentage of pupils who participate in and demonstrate college preparedness on EAP:</p> <p>ELA – 14%              Math – 7%</p> <p><b>Metric/Indicator</b> Priority 5(a): Pupil Engagement – School Attendance Rates</p>	<p>Due to the COVID-19 pandemic, statewide assessments were suspended and the reporting of state and local indicators on the 2020 Dashboard were not available.</p> <p>According to 2019-20 Aeries report, student attendance rate from Aug. 2019 - Feb. 2020 was 98%.</p>

Expected	Actual
<p><b>19-20</b> Expected: Maintain 99% in student attendance rate.</p> <p>Actual:</p> <p><b>Baseline</b> Due to nature of VOCS, the student attendance rate remains at 99%.</p> <p><b>Metric/Indicator</b> Priority 5(b): Pupil Engagement – Chronic Absenteeism Rate</p> <p><b>19-20</b> Expected: Maintain a Chronic Absenteeism Rate of 0%.</p> <p>Actual:</p> <p><b>Baseline</b> VOCS maintained a Chronic Absenteeism Rate of 0%.</p> <p><b>Metric/Indicator</b> Priority 5(c): Pupil Engagement – Middle School Dropout Rate</p> <p><b>19-20</b> Expected: Maintain a Middle School Dropout Rate of 0%.</p> <p>Actual:</p> <p><b>Baseline</b> VOCS maintained a Middle School Dropout Rate of 0%.</p>	<p>According to the 2018-19 CDE Dataquest, VOCS chronic absenteeism rate was 0% and the Ca State Dashboard reported all students performed in the blue performance level.</p> <p>According to 2019 CALPADS, VOCS middle school dropout rate was 0%.</p>
<p><b>Metric/Indicator</b> Priority 5(d): Pupil Engagement – High School Dropout Rate</p> <p><b>19-20</b> Expected: Reduce the drop-out rate to 3%.</p> <p>Actual:</p>	<p>According to CDE Dataquest, VOCS High School Dropout Rate was 0%.</p>

Expected	Actual
<p><b>Baseline</b> VOCS High School Dropout Rate: 2%.</p> <p><b>Metric/Indicator</b> Priority 5(e): Pupil Engagement – High School Graduation Rate</p> <p><b>19-20</b> Expected: Increase VOCS High School Graduation Rate from 83% to 84%.</p> <p>Actual:</p> <p><b>Baseline</b> VOCS High School Graduation Rate: 80.3%.</p>	<p>According to the 2019 CA Dashboard, VOCS reported a 83% graduation rate.</p>
<p><b>Metric/Indicator</b> riority 7(a): Course Access – Pupils have access to and are enrolled in a broad course of study</p> <p><b>19-20</b> Expected: Continue to provide 100% access to a broad course of study to all students.</p> <p>Actual:</p> <p><b>Baseline</b> VOCS provided 100% access to a broad course of study to all students as defined by EC 51210/512220.</p> <p><b>Metric/Indicator</b> Priority 7(b): Course Access – Programs and services developed and provided to unduplicated pupils</p> <p><b>19-20</b></p>	<p>According to master schedules and grade level grids, VOCS provided 100% access to a broad course of study to all students as defined by EC51210/512220</p> <p>According to local school data, 48% of unduplicated families attended parent educator workshops, which is the same as last year. As for community partnerships, VOCS maintained</p>



Expected	Actual
<p>Expected: Continue to offer parent educator workshops to help support unduplicated pupils and their parent educators. Increase parent participation by one percent (49%) as evidence by sign-in sheets. Maintain community partnerships, so that all unduplicated pupils will have access to a variety of opportunities that they may not otherwise have access to due to a lack of fiscal resources.</p> <p>Actual:</p> <p><b>Baseline</b> VOCS created parent educator workshops to help support students and parent educators. Parent involvement for our unduplicated was 48% as evidenced by the number of parents attending these parent educator workshops, which is a one percent increase from last year. Lastly, VOCS maintained community relationships with Stars Theater, CALM, and KCM; plus, VOCS added KHSD Little Harvey Theater.</p> <p><b>Metric/Indicator</b> Priority 7(c): Course Access – Programs and services developed and provided to individuals with exceptional needs</p> <p><b>19-20</b> Expected: Continue to offer parent educator workshops to help support parent educators of pupils with exceptional needs. Increase parent participation by one percent (50%) as evidence by sign-in sheets.</p> <p>Actual:</p> <p><b>Baseline</b> VOCS created parent educator workshops to help support parent educators with pupils with exceptional needs. Topics included: Distracted Learners, Struggling Readers, Surfing the Strong Sees of Life, Reading Games, and Parenting Strategies for</p>	<p>relationships with local businesses (vendors), Buena Vista Museum, and local community colleges.</p> <p>According to the 2020 Annual Survey, 29% (school-wide) of VOCS parents with students with exceptional needs attend parent educator workshops.</p>

Expected	Actual
<p>Homeschool Success. 30% of VOCS parents attended parent educator workshops and four percent of the attendees were from parents with pupils with exceptional needs.</p> <p><b>Metric/Indicator</b> Priority 8: Pupil Outcomes</p> <p><b>19-20</b> Expected: Continue to assess VOCS students that are continuously enrolled, using STAR Renaissance, at least two times within the school year. Increase participation at least one percent (48%).</p> <p>Actual:</p> <p><b>Baseline</b> VOCS students that were continuously enrolled accessed STAR Renaissance at least two times within the school year. This year, 655 students tested schoolwide, with 472 students testing two times or more throughout the year. 72% of VOCS students accessed STAR Renaissance and this percentage will be used as a baseline for next year.</p>	<p>VOCS continued to assess students that were continuously enrolled, using STAR Renaissance. Efforts were made to assess every student at least two times within the school year. 95% of VOCS students, 529 students schoolwide, with 75% of VOCS 3rd-8th grade scoring at or above grade level.</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>To provide the necessary support/curriculum to unduplicated pupils in need, continue to purchase TK-12 supplemental materials, and online resources based on student and subject need.</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration \$80,000</p> <p>4000-4999: Books And Supplies Lottery \$80,000</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration \$49254.53</p> <p>4000-4999: Books And Supplies Lottery \$89,357.00</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
VOCS will maintain community partnerships that will allow students access to events and experiences they would otherwise not be able to participate in (ex. museums, PE facilities, fine art facilities, etc.).	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$60,000	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$60,130.00
Continue to enhance services to unduplicated pupils by providing professional development/learning opportunities and training for teaching staff and parent educators. Opportunities may include: Effective coaching, technology coaching, accelerated math, and/or educating educators.	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$10,000	5000-5999: Services And Other Operating Expenditures Supplemental \$10,024.90
Continue to train and educate VOCS staff members about available EL resources and strategies.	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$1,000	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$795.00
Continue to purchase supplemental EL curriculum, materials, and on-line resources, as needed, to improve language acquisition.	4000-4999: Books And Supplies Supplemental and Concentration \$3,000	4000-4999: Books And Supplies Supplemental and Concentration \$3,795.00
Continue to update all staff members on how to serve foster youth, and continue collaboration with Foster Youth Services as needed. Purchase additional support material and continue to connect students with peer mentoring programs through KCSOS, as needed.	4000-4999: Books And Supplies Supplemental and Concentration \$1,000	4000-4999: Books And Supplies Supplemental and Concentration \$0.00
Continue to identify students who are in danger of dropping out, evaluate current practices, provide academic planning techniques, and referrals to the Student Support Team for targeted support giving priority to unduplicated students, with the help of Instructional Aides.	2000-2999: Classified Personnel Salaries and Benefits Supplemental and Concentration \$39,636 3000-3999: Employee Benefits Supplemental and Concentration \$26,893	2000-2999: Classified Personnel Salaries and Benefits Supplemental and Concentration \$39,636.00 3000-3999: Employee Benefits Supplemental and Concentration \$25,697.55
Giving priority to unduplicated students, continue to provide academic planning and counseling on a semester basis, with the help of a part-time counselor.	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$64,000	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$64,000.00

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
Giving priority to unduplicated pupils, continue to identify students who are in danger of dropping out and provide on-site academic interventions and programs with help from the Program Specialist.	1000-1999: Certificated Personnel Salaries and Benefits Supplemental and Concentration \$99,140  3000-3999: Employee Benefits Supplemental and Concentration \$39,727	1000-1999: Certificated Personnel Salaries and Benefits Supplemental and Concentration \$97,437.00  3000-3999: Employee Benefits Supplemental and Concentration \$38,280.00
Continue to purchase and upgrade technology and the required infrastructure, at each site, supporting the increased rate of device usage purchased for unduplicated pupils giving them access to technology not available outside of school.	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$115,000	5800 4000-4999: Books And Supplies Supplemental and Concentration \$124,742.80
To better serve our unduplicated pupils, continue to provide professional development opportunities in the area of technology for staff, parent educators, and students that will allow higher levels of proficiency and learning with online resources to support individual remediation and enrichment for all students.	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$10,000	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$0.00
N/A - Action combined with Action 1	Not Applicable Other N/A	Not Applicable Other N/A
To enhance student engagement in the area of Science, continue to purchase NGSS supplemental curriculum and materials to support individual needs of unduplicated pupils, as needed.	4000-4999: Books And Supplies Supplemental and Concentration \$10,000	4000-4999: Books And Supplies Supplemental and Concentration \$2,308.50
Continue to purchase Edmentum seats, curriculum, and materials to help students that may be deficient in credits, giving priority to unduplicated students who compose 72% of the total students enrolled in the program.	4000-4999: Books And Supplies Supplemental and Concentration \$70,000	4000-4999: Books And Supplies Supplemental and Concentration \$47577.21
Of the students that took advantage of Edmentum in 2018-19, 72% were unduplicated students. Continue to support students using Edmentum, and other online supplemental resources, with the help of an Independent Study teacher.	1000-1999: Certificated Personnel Salaries and Benefits Supplemental and Concentration \$70,034  3000-3999: Employee Benefits Supplemental and Concentration \$33,485	1000-1999: Certificated Personnel Salaries and Benefits Supplemental and Concentration \$73,680.00  3000-3999: Employee Benefits Supplemental and Concentration \$33,666.00

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

- Action 1 (TK-12 Supplemental Curriculum/Materials): Not all funds were needed due to lottery funds being used to purchase TK-12 supplemental materials, which provided the necessary support/curriculum to unduplicated pupils in need. Funds not used here were reallocated to Action 2 - community partnerships.
- Action 2 (Community Partnerships): Funds were used as budgeted and used to maintain community partnerships that allowed students access to events and experiences they would otherwise not be able to participate in (ex. museums, PE facilities, fine art facilities, etc.).
- Action 3 (Professional Learning): Funds were used as budgeted to enhance services to unduplicated pupils by providing professional development/learning opportunities and training for teaching staff and parent educators throughout the school year.
- Action 4 (EL Professional Learning): Funds were used as budgeted to support VOCS staff to attend EL professional learning opportunities throughout the school year.
- Action 5 (EL Curriculum/Materials): Additional funds were needed to support EL students and families with ELA/ELD curriculum, materials, and on-line resources, as needed, to improve language acquisition.
- Action 6 (Foster Youth Services) : No funds were needed because VOCS did not have any Foster Youth students this year.
- Action 7 (Instructional Aides): Funds were used as budgeted to identify students who are in danger of dropping out, evaluate current practices, provide academic planning techniques, and referrals to the Student Support Team for targeted support giving priority to unduplicated students.

Action 8 (Part-time Counselor): Funds were used as budgeted, giving priority to unduplicated students, to provide academic planning and counseling on a semester basis, with the help of a part-time counselor.

Action 9 (Program Specialist): Cost of salaries/benefits were lower than anticipated and funds were used to identify students who are in danger of dropping out and provide on-site academic interventions and programs with help from the Program Specialist, giving priority to unduplicated pupils.

Action 10 (Technology): Costs of technology were higher than anticipated and used to purchase and upgrade technology and the required infrastructure, at each site, supporting the increased rate of device usage purchased for unduplicated pupils giving them

access to technology not available outside of school.

Action 11 (Technology Professional Learning): Professional development costs were lower than expected and free opportunities were utilized in the area of technology training for staff, parent educators, and students that allowed higher levels of proficiency and learning with online resources to support individual remediation and enrichment for all students.

Action 13 (Science Materials): Due to previous year's purchases, funds were not needed for Science materials. Funds were used for intervention, supplemental material to support student learning.

Action 14 (Edmentum): Costs of Edmentum were lower than anticipated and funds were used to purchase Edmentum seats, curriculum, and materials to help students that may be deficient in credits, giving priority to unduplicated students who compose 72% of the total students enrolled in the program.

Action 15 (Independent Study Teacher): Additional funds were needed due to salaries/benefits and used to support students using Edmentum, and other online supplemental resources, with the help of an Independent Study teacher.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

After reflecting on the last two years, and reviewing VOCS' accomplishments on the state and local performance indicators (California School Dashboard), progress towards LCAP goals, local self-assessment tools, and stakeholder input, Valley Oaks is most proud of meeting all of the goals set on the Local Performance Indicator Reflection report which includes:

- All VOCS' credentialed teachers were appropriately assigned and fully credentialed for assignment, including teachers of EL students, according to the 2020 CALPADS Staffing Report
- 100% of VOCS' students had access to standards-aligned curriculum and instructional materials.
- 100% of VOCS' students had access to supplemental curriculum and/or materials. (Action 1 - TK-12 Supplemental Curriculum/Materials)
- As defined by EC 51210/512220, VOCS continued to provide 100% access to a broad course of study to all students, including unduplicated student groups and individuals with exceptional needs. (Action 3
  - Professional Learning, Action 4 - EL Professional Learning, and Action 9 - Program Specialist)
- 97% of Parent Educators use state standards to help guide their instructional day. (Action 1 - TK-12 Supplemental Curriculum/Materials and Action 3 - Professional Learning)
- According to the 2020 Annual survey, 98% of parent educators reported that VOCS provides a rigorous,

relevant and coherent curriculum that is accessible to all students, including unduplicated students.  
(Action 3 - Professional Learning and Action 5 - EL Curriculum/Materials)

- All VOCS facilities had an overall rating of “Good” as reported on the FIT report.
- According to the 2020 Annual Survey, 99% of Parent Educators reported that VOCS staff treats students with respect.
- According to 4th-12th grade students 2020 Annual Survey results, 86% reported that VOCS maintained a positive school climate during the pandemic. (Action 8 - Part-time Counselor)
- 78% of 4th-12th grade students reported feeling connected to VOCS, and 82% felt safe while attending Zoom classes (24% did not attend on-line enrichment classes), according to 2020 Annual Survey results. (Action 7 - Instructional Aides, Action 8 - Part-time Counselor, and Action 10 (Technology)
- According to the 2020 Annual Survey, 95% of VOCS Parents reported that VOCS maintained a positive school climate during the pandemic, and 95% reported that they felt connected to VOCS.
- 93% of VOCS Staff reported that VOCS maintained a positive school climate during the pandemic, and 88% of teachers felt connected to VOCS, as reported on the 2020 Annual Survey.

Also, according to the 2019 CA School Dashboard, VOCS performed in the blue performance level in both chronic absentee and suspension rates. Due to the COVID-19 pandemic CAASPP SBAC testing in 2019-20 was canceled, so statewide assessment comparison data was not available. Additional accomplishments include:

- 70% of socioeconomically disadvantaged students participated in community partnerships (vendor services) this year. (Action 2 - Community Partnerships)
- Chromebooks and Hot Spots were distributed throughout the school year to students in need, giving priority to pupils with unique needs. (Action 10 - Technology)
- According to the 2020-21 Annual survey, 96% of VOCS 4th-12th grade students reported having enough technology, including on-line programs to successfully complete their school work at home. (Action 10 - Technology and Action 14 - Edmentum)
- Communication was maintained and was delivered through Zoom meetings (a newly learned platform),



Google Classroom meetings, Parent Square postings, Remind texts, emails, and phone calls. (Action 10 - Technology and Action 11 - Technology Professional Learning)

- The 2020-21 Annual Survey reported 99% of parent educators agreed/strongly agreed that VOCS staff responded quickly to parent phone calls, Remind text, and/or emails.
- According to the 2020-21 Annual Survey, 84% of parent educators reported their student felt connected to VOCS during the pandemic.
- The 2020-21 Annual Survey reported 98% of parent educators reported that VOCS demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

Challenges to implement the actions/services were minimal because either services were not needed (no Foster Youth students this year), free opportunities were taken advantage of (technology professional learning), decreased enrollment (Edmentum), and/or resources were already available (learning materials).

Due to the many successes and minimal challenges, it has been determined that for Goal 1 Action 1 (TK-12 Supplemental Curriculum/Materials), Action 3 (Professional Learning), Action 4 (EL Professional Learning), Action 5 (EL Curriculum/Materials), Action 6 (Foster Youth Services), Action 7 (Instructional Aides), Action 8 (Part-time Counselor), Action 9 (Program Specialist), Action 10 (Technology), Action 11 (Technology Professional Learning), and Action 14 (Edmentum) will continue. Furthermore, Action 2 (Community Partnerships) has been moved to Goal 2 to support that goal. Action 13 (Science Materials) is no longer needed and Action 15 (Independent Study Teacher) funds will now be used to improve the CTE program.



## Goal 2

All VOCS sites will strive to create and promote a safe and secure school environment that is accessible and conducive to student learning.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 6: School Climate (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> Priority 6(a): School Climate – Pupil Suspension Rates <b>19-20</b> Expected: Maintain 0% Suspension Rate.  Actual:  <b>Baseline</b> Current Suspension Rate: 0%	According to CALPADS, VOCS maintained a 0% Suspension Rate.
<b>Metric/Indicator</b> Priority 6(b): School Climate – Pupil Expulsion Rates <b>19-20</b> Expected: Maintain 0% Expulsion Rate.  Actual:  <b>Baseline</b> Current Expulsion Rate: 0%	According to CALPADS, VOCS maintained a 0% Pupil Expulsion Rate.
<b>Metric/Indicator</b> Priority 6(c): School Climate – Other local measures, including surveys of pupils, parents and teachers on the sense of safety	For the first part of the 2019-20 school year, VOCS continued to provide a safe and secure environment for our students, staff, and parents and a Comprehensive Safety plan for each site was maintained. Additionally, safety measures were taken while staff

Expected	Actual
<p><b>19-20</b> Expected: 100% of VOCS staff will participate in safety training and safety drills. Maintain a Comprehensive Safety Plan at each site, and using the Annual Survey data, maintain at least 95% from all stakeholders as to their sense of safety while on campus.</p> <p>Actual:</p> <p><b>Baseline</b> VOCS continued to provide a safe and secure environment for our students, staff, and parents. Additionally, 100% of VOCS staff participated in safety training and conducted safety drills. VOCS also maintained a Comprehensive Safety Plan for each site.</p>	<p>and students attended virtual activities. According the 2019-20 Annual Survey, 96% of stakeholders felt VOCS was a safe and secure environment.</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Unduplicated students may struggle with engagement due to other daily conditions out of their control. VOCS will continue improvements to all sites to bring a sense of school pride and connectedness through school activities and enhancements to each site to help all students feel valued and welcomed.	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$35,000	5800 4000-4999: Books And Supplies Supplemental and Concentration \$35,582.88
Unduplicated students may struggle with engagement due to other daily conditions out of their control. VOCS will continue improvements to all sites to bring a sense of school pride and connectedness through school activities and enhancements to each site to help all students feel valued and welcomed.	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$5,000	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$4,336.08
Continue to purchase safety materials to supplement emergency supplies at each site.	5000-5999: Services And Other Operating Expenditures Base \$10,000	5000-5999: Services And Other Operating Expenditures Base \$3,146.00
Due to their environment, unduplicated pupils may have difficulties trusting adults and/or feeling safe at school. VOCS will continue creating and promoting a safe and secure school environment, that is	2000-2999: Classified Personnel Salaries and Benefits Supplemental and Concentration \$23,302	2000-2999: Classified Personnel Salaries and Benefits Supplemental and Concentration \$30,641.00

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
accessible and conducive to student learning, with the help of a campus supervisor.	3000-3999: Employee Benefits Supplemental and Concentration \$4,660	3000-3999: Employee Benefits Supplemental and Concentration \$22,375.00

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Action 1 (Improvements): Funds were used as budgeted to help unduplicated students that may struggle with engagement due to other daily conditions out of their control. Funds were used to continue improvements to all sites, which brings a sense of school pride and connectedness. School activities such as enrichment classes and the farm helped all students feel valued and welcomed.

Action 2 (Incentives and Activities): Due to the start of Distance Learning in March, not as many funds were needed and reallocated to Action 4. Funds were used to help socioeconomically disadvantaged students that may struggle with engagement due to other daily conditions out of their control, with incentives and school activities.

Action 3 (Emergency Supplies): Cares Act funds were used for supplemental emergency supplies. Funds were returned to the general fund for future use to support student learning.

Action 4 (Campus Supervisor): Additional funds were needed due to salaries/benefits and used to help create and promote a safe and secure school environment, that is accessible and conducive to student learning, with the help of a campus supervisor.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

After reflecting on the last two years and reviewing VOCS' accomplishments on the 2019 California School Dashboard, Valley Oaks is most proud of performing in the blue performance level in both chronic VOCS is also proud of meeting the requirements for Goal Two on the Local Performance Indicator Reflection report which includes:

- All VOCS facilities had an overall rating of “Good” as reported on the FIT report. (Action 1 - School Improvements)
- According to the 2020 Annual Survey, 99% of Parent Educators reported that VOCS staff treats students with respect. (Action 2 - Incentives and Activities)

- According to 4th-12th grade students 2020 Annual Survey results, 86% reported that VOCS maintained a positive school climate during the pandemic.
- 78% of 4th-12th grade students reported feeling connected to VOCS, and 82% felt safe either on campus or while attending Zoom classes (24% did not attend on-line enrichment classes), according to 2020 Annual Survey results. (Action 4 - Campus Supervisor)
- According to the 2020 Annual Survey, 95% of VOCS Parents reported that VOCS maintained a positive school climate during the pandemic, and 95% reported that they felt connected to VOCS.
- 93% of VOCS Staff reported that VOCS maintained a positive school climate during the pandemic, and 88% of teachers felt connected to VOCS, as reported on the 2020 Annual Survey.
- 70% of socioeconomically disadvantaged students participated in community partnerships (vendor services) this year. (Goal 1/Action 2 - Community Partnerships)

Challenges to implement the Action 2 - Incentives and Activities were due to the COVID-19 pandemic.

Due to the many successes and minimal challenges, it has been determined that for Goal 2 Action 1 - School Improvements and Action 2 - Incentives and Activities will continue. Additionally, Action 2 from Goal 1 (Community Partnerships) will be moved to support Priority 7(b) Conditions for Learning.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Action #1: Provide professional development opportunities to VOCS staff, parent educators, and students in the area of technology that will allow higher levels of proficiency and learning to support individual remediation and enrichment for all students.	\$10,000.00	\$8,130.00	Yes
Action #2: Giving priority to students with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness, provide academic support to students with the assistance of two instructional aides.	Salaries: \$61,044.00 Benefits: \$51,397.00	Salaries: \$64,212.00 Benefits: \$52,978.00	Yes
Action #3: Purchase supplemental EL curriculum, materials, and on-line resources, as needed, to improve language acquisition.	\$3000.00	\$3795.00	Yes
Action #4: A Career Associate will identify students who are in danger of dropping out, evaluate current practices, provide academic planning techniques, and send referrals to the Student Support Team for targeted support giving priority to students with unique needs.	Salaries: \$41,237.00 Benefits: \$28,541.00	Salaries: \$43,525.00 Benefits: \$29,515.00	Yes
Action #5: Giving priority to students with unique needs, provide academic planning and counseling services with the help of a part-time counselor.	\$63,000.00	\$62,441.00	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Action #6: A Special Education Program Specialist will support Special Education and general education teachers through academic resources and professional development opportunities.	Salaries: \$92,849.00 Benefits: \$39,749.00	Salaries: \$97,437.00 Benefits: \$38,280.00	No
Action #7: Purchase and upgrade technology and the required infrastructure, at each site, supporting the increased rate of device/hot spot usage purchased for all students giving priority to students with unique needs.	\$130,000.00	\$113,739.00	Yes
Action #8: Giving priority to students with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness, provide academic support to students with the use of tutors.	\$65,000.00	\$66,153.00	Yes
Action #9: To provide the necessary support/curriculum to pupils with unique needs, purchase TK-12 supplemental materials, and online resources based on student and subject need.	\$40,000.00	\$32,283.00	Yes
Action #10: Maintain community partnerships that will allow students access to events and experiences they would otherwise not be able to participate in (ex. Museums, PE facilities, fine arts facilities, etc.).	\$60,000.00	\$60,130.00	Yes
Action #11: Purchase Edmentum seats, curriculum, and materials to help students that may be deficient in credits, giving priority to pupils with unique needs.	\$25,000.00	\$19,134.00	Yes
Action #12: Support students using Edmentum, and other online supplemental resources, with the help of an Independent Study Teacher.	Salaries: \$71,085.00 Benefits: \$34,911.00	Salaries: \$73,680.00 Benefits: \$33,666.00	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Action 1 (Professional Learning): Funds were not needed because professional development costs were lower than expected and free opportunities were utilized.

Action 2 (Instructional Aides): Additional funds were needed due to salaries/benefits.  
Action 3 (EL Curriculum/Materials): Additional funds were needed for on-line supplemental materials.  
Action 4 (Career Associate): Additional funds were needed due to salaries/benefits.  
Action 5 (Part-time Counselor): Funds were used as budgeted.  
Action 6 (Special Education Program Specialist): Additional funds were needed due to salaries/benefits.  
Action 7 (Technology): Funds from grant funding assisted with technology this year  
Action 8 (Tutors): Funds were used as budgeted.  
Action 9 (TK-12 Supplemental Materials): Not all funds were not needed because families used curriculum and materials already purchased.  
Action 10 (Community Partnerships): Funds were used as budgeted.  
Action 11 (Edmentum): Funds were not needed because the costs of Edmentum were lower than anticipated.  
Action 12 (Independent Study Teacher): Additional funds were needed due to salaries/benefits.

## Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Once it was deemed safe, as determined by the current guidelines from the CDE, KCSOS, and the Kern County Department of Public Health, VOCS offered in-person instructional opportunities at each site. VOCS primary goal was to make sure students and staff felt they were in a physically and healthy environment. VOCS returned to optional in-person enrichment classes, including high school classes that included smaller class sizes to accommodate social distancing, students and staff wearing personal protective equipment, and procedures for deep cleaning and sanitizing at all VOCS sites. Additionally, VOCS used signage in classrooms and high traffic areas to remind all stakeholders to complete a self-check for COVID-19 symptoms, to wear a mask while on a VOCS campus, to maintain social distancing, and to practice regular hand-washing. Using VOCS model, no students returned to in-person instruction 100% of the time. However, out of 1127 students 54% participated in distance learning and in-person classes (hybrid) and 46% participated in distance learning only.

Individual sites created their own schedules, procedures, and protocols to ensure VOCS was in compliance with safety regulations. During this time, VOCS staff provided a blended model of distance learning and in-person instructional opportunities to ensure all student's needs were being met. This method ensured students experienced minimum learning loss during the 2020-21 school year. Additionally, VOCS staff continued to provide guidance to all students by assisting them with their individualized learning plans and assisting all Parent Educators during this time to ensure all students were provided appropriate instruction at home. Student's social-emotional well-being was addressed, as needed, in their individualized learning plans and was a focus for VOCS staff during this time.

VOCS teachers understand the importance of assessing students to determine the academic growth of their students, and they worked very closely with our Parent Educators to make sure all of our students continued to be successful during this time. To ensure students received the necessary support, teachers assessed their students periodically, either through written assessments, oral

assessments, or STAR Ren. (3rd-8th graders) testing. STAR Ren. results showed that 95% of 3rd – 8th graders attempted the test at least three times with 75% students scoring at or above grade level. Additionally, according to CAASPP data that was averaged for the last three years, it shows for All Students: ELA: 41% of VOCS students meet or exceeds standards, while 34% do not meet grade-level standards; Math: 21% of VOCS students meet or exceeds standards, while 52% of VOCS students do not meet the standards. By assessing their students, VOCS teachers were able to discuss and plan possible interventions that may have been needed with the Parent Educator. VOCS also continued to use instructional aides and tutors to assist our students, if needed. Both aides and tutors provided an additional layer of assistance to all students, especially for our unique students, that may have been needed to reduce the possibility of a learning loss.



# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Action #1: Provide professional development opportunities to VOCS staff, parent educators, and students in the area of technology that will allow higher levels of proficiency and learning to support individual remediation and enrichment for all students.	\$10,000.00	\$8,130.00	Yes
Action #2: Giving priority to students with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness, provide academic support to students with the use of two instructional aides.	Salaries: \$61,044.00 Benefits: \$51,397.00	Salaries: \$64,212.00 Benefits: \$52,978.00	Yes
Action #3: Purchase supplemental EL curriculum, materials, and on-line resources, as needed, to improve language acquisition.	\$3,000.00	\$3,795.00	Yes
Action #4: A Career Associate will identify students who are in danger of dropping out, evaluate current practices, provide academic planning techniques, and send referrals to the Student Support Team for targeted support giving priority to students with unique needs.	Salaries: \$41,237.00 Benefits: \$28,541.00	Salaries: \$43,525.00 Benefits: \$29,515.00	Yes
Action #5: Giving priority to students with unique needs, provide academic planning and counseling services with the help of a part-time counselor.	\$63,000.00	\$62,441.00	Yes
Action #6: A Special Education Program Specialist will support Special Education and general education teachers through academic resources and professional development opportunities	Salaries: \$92,849.00 Benefits: \$39,749.00	Salaries: \$97,437.00 Benefits: \$38,280.00	No
Action #7: Purchase and upgrade technology and the required infrastructure, at each site, supporting the increased rate of device/hot spot usage purchased for all students giving priority to students with unique needs.	\$130,000.00	\$113,739.00	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Action #8: Giving priority to students with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness, provide academic support to students with the use of tutors.	\$65,000.00	\$66,153.00	Yes
Action #9: To provide the necessary support/curriculum to pupils with unique needs, purchase TK-12 supplemental materials, and online resources based on student and subject need.	\$40,000.00	\$32,283.00	Yes
Action #11: Purchase Edmentum seats, curriculum, and materials to help students that may be deficient in credits, giving priority to pupils with unique needs.	\$25,000.00	\$19,134.00	Yes
Action #12: Support students using Edmentum, and other online supplemental resources, with the help of an Independent Study Teacher.	Salaries: \$71,085.00 Benefits: \$34,911.00	Salaries: \$73,680.00 Benefits: \$33,666.00	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Action 1 (Professional Learning): Funds were not needed because professional development costs were lower than expected and free opportunities were utilized.

Action 2 (Instructional Aides): Additional funds were needed due to salaries/benefits.

Action 3 (EL Curriculum/Materials): Additional funds were needed for on-line supplemental materials.

Action 4 (Career Associate): Additional funds were needed due to salaries/benefits.

Action 5 (Part-time Counselor): Funds were used as budgeted.

Action 6 (Special Education Program Specialist): Additional funds were needed due to salaries/benefits.

Action 7 (Technology): Funds from grant funding assisted with technology this year.

Action 8 (Tutors): Funds were used as budgeted.

Action 9 (TK-12 Supplemental Materials): Not all funds were not needed because families used curriculum and materials already purchased.

Action 11 (Edmentum): Funds were not needed because the costs of Edmentum were lower than anticipated.

Action 12 (Independent Study Teacher): Additional funds were needed due to salaries/benefits.

## Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

### Continuity of Instruction:

VOCS is a non-classroom based/independent study/homeschool charter school that operates in Kern County. Due to the nature of VOCS program, all students had access to the curriculum and learning materials needed to complete their school work at home. Additionally, VOCS ensured that all students had access to electronic devices and internet connectivity for Distance Learning activities. VOCS continued our model of distance learning and enhanced the program by using Zoom and Google classroom. According to the 2020-21 Annual Survey, 99% of parent educators reported VOCS provided textbooks and materials to support student learning, and 98% reported that VOCS provided a rigorous, relevant, and coherent curriculum was accessible to all students

During this 2020-21 school year, TK-8 parent educators continued to remain the primary instructor in the home and provided daily, personalized instruction and work for their student(s). VOCS TK-8 teachers continued to provide instructional guidance, resources, materials, and support to all parent educators. Table meetings, tutoring sessions, and enrichment activities were successfully completed online via Zoom, or in-person, following the proper protocols set by the individual site. Due to the nature of the TK-8 Program, instructional delivery did not change and in-person/virtual enrichment classes provided synchronous instruction opportunities for all students.

Parent educators in the high school program continued to facilitate the learning at home. A blended model of in-class instruction coupled with distance learning continued throughout the year in selected content areas, using Google Classroom and Zoom. VOCS high school teachers provided synchronous instruction using 60 - 90 minutes class sessions during the instructional day, based on individual school site schedules. During this synchronous instruction, direct instruction, guided practice, and formative assessments were used. Agendas were provided to students, so they could complete their asynchronous instruction, along with enrichment activities, tutoring sessions, and assessments, as needed. Tutoring sessions were also offered for all students needing additional assistance.

Both programs continued to provide high-quality instructional opportunities, so students were able to continue to learn and thrive, while engaging in either a distance learning or in-person environment. VOCS teachers worked tirelessly to make sure all students were engaged during this time, and they were reachable (remotely via phone, text, email, or other electronic means) at all times during their regular work hours and often times after hours. The Annual Survey reported 99% of parent educators agreed/strongly agreed that VOCS staff responded quickly to parent phone calls, Remind text, and/or emails.

### Access to Devices and Connectivity

Using our stakeholder survey, it was determined that 32% of our students needed access to devices and broadband internet so they can access their core curriculum. By providing equipment and hardware to students we have been able to reduce this to less than 3% of students who still needed access to broadband internet. While we considered the needs of our most needy students first (socioeconomically disadvantaged students) this was an action that was provided to all students.

Communication has always been the key at VOCS and it allowed all sites to hear from families in need of a device or connectivity to support their distance learning during this time. Whether families contacted their VOCS teacher or VOCS administrator by phone, answering a survey, or during a meeting, VOCS was able to provide devices and connectivity to families in need, especially our socioeconomic disadvantaged students, once contact had been made by a family. If a student or family needed technology support, VOCS staff assisted them with their need. Throughout the 2020-21 school year, VOCS continued to meet the needs of all students in the area of devices and connectivity. Students that were unable to access a device and/or connectivity successfully, coordinated with the site administrator to discuss options available. According to the 2020-21 Annual survey, 96% of VOCS 4th-12th grade students reported having enough technology to successfully complete their school work at home.

#### Pupil Participation and Progress

Using VOCS distance learning model, VOCS teachers scheduled synchronous meetings with students for the purposes of instruction and maintaining school connectedness. Meetings were conducted through Zoom and/or Google Classrooms. Student participation was highly recommended and VOCS teachers were able to track attendance during these scheduled synchronous meetings. Additionally, VOCS staff completed a monthly Attendance Work Record for each student documenting days earned and work completed. As students participated in these synchronous meetings, teachers checked for understanding by using Q&A sessions, using breakout rooms with a student recorder, and/or checking the chat box for responses. If applicable, student grades reflected time spent participating in synchronous meeting discussions, the accuracy of assignments completed, and assessments. According to the 2020-21 Annual Survey, 84% of parent educators reported their student felt connected to VOCS during the pandemic. 98% of parent educators reported that VOCS demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning, and 96% reported that their student's coursework is challenging.

#### Distance Learning Professional Development

VOCS staff participated in a variety of professional development opportunities to assist with distance learning. Staff members attended free Google and Zoom professional learning opportunities, and administrators created technology lessons for the staff and provided technical support when needed. Survey results indicated that 86% of VOCS staff participated in Zoom training and 78% participated in a Google training. Plus, 23% of staff participated in both YouTube training and Remind training. Other examples of Distant Learning Professional Development include: Distance Learning Support (Google classroom, Google meet, Intro to Google Slides, Screencastify, Flipgrid), Non-Suicidal Self Harm Awareness Training, Detection of Child Abuse in Virtual Learning, Unconscious Bias, Generation Pound Pro & Pound Pro Fitness, Your Brain is Always Listening, Conquering Dyslexia, and Never too Old for Manipulatives. VOCS continues to inform staff of professional learning opportunities that may pertain to distance learning.

## Staff Roles and Responsibilities

As a result of COVID-19, 72% of VOCS staff reported at least one new role/responsibility with technology trainer, troubleshooter, and/or technology support person for students, parents, and fellow staff members being the main new responsibility. Additionally, 53% reported counseling for their students and families was increased. Throughout the school year, administrators met regularly with their teams to provide guidance and determine what additional academic and social-emotional resources were needed for staff, students, and families.

## Supports for Pupils with Unique Needs

Using VOCS consult model, VOCS teaching staff used a variety of instructional supports and resources to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils with foster care, and pupils who are experiencing homelessness.

- **English Learners:** In collaboration with the parent educator, VOCS staff provided instructional supports and resources to our EL students and adjusted curriculum, as needed. Manipulatives, videos, visuals, oral conversations, and hands-on activities were also provided. VOCS teaching staff assisted both student and parent educator to develop routines and strategies that were best suited for their individual student learning. Also, on-line tutoring, mentoring, and conversation sessions were scheduled, as needed, to provide further intensive instruction.
- **Pupils with Exceptional Needs:** Students who receive special education services are assigned a VOCS credentialed teacher(s) and a Special Education teacher. Both teachers collaborated with the parent educator to work with individual students that have an IEP. This partnership allowed all parties to monitor the progress toward the student's IEP goals. Special Education teachers were also available to consult with parent educators, as needed, to provide the necessary modifications and accommodations that the student may need to complete their assignments at home. Furthermore, the Special Education program specialist provided support guidance to both teachers, along with the VOCS administration. Additional on-line tutoring sessions were also scheduled, as needed.
- **Pupils in Foster Care:** VOCS coordinated and collaborated with Kern County Superintendent of Schools (KCSOS) to identify foster youth students in our program. Working with Foster Youth Services, VOCS staff members used a variety of strategies and provided any items the student may have needed, including school supplies, clothing, hygiene products, food, and/or social and emotional support.
- **Pupils Who Are Experiencing Homelessness:** Under the McKinney-Vento Homeless Assistance Act, VOCS worked with KCSOS to identify students and their families that may qualify for services. Working with the Dream Center, VOCS staff members used a variety of strategies and provided any items the student may have needed, including school supplies, clothing, hygiene products, food, and/or social and emotional support.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Action #2: Giving priority to students with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness, provide academic support to students with the use of two instructional aides.	Salaries: \$61,044.00 Benefits: \$51,397.00	Salaries: \$64,212.00 Benefits: \$52,978.00	Yes
Action #3: Purchase supplemental EL curriculum, materials, and on-line resources, as needed, to improve language acquisition.	\$3000.00	\$3,795.00	Yes
Action #4: A Career Associate will identify students who are in danger of dropping out, evaluate current practices, provide academic planning techniques, and send referrals to the Student Support Team for targeted support giving priority to students with unique needs.	Salaries: \$41,237.00 Benefits: \$28,541.00	Salaries: \$43,525.00 Benefits: \$29,515.00	Yes
Action #5: Giving priority to students with unique needs, provide academic planning and counseling services with the help of a part-time counselor.	\$63,000.00	\$62,441.00	Yes
Action #6: A Special Education Program Specialist will support Special Education and general education teachers through academic resources and professional development opportunities.	Salaries: \$92,849.00 Benefits: \$39,749.00	Salaries: \$97,437.00 Benefits: \$38,280.00	Yes
Action #7: Purchase and upgrade technology and the required infrastructure, at each site, supporting the increased rate of device/hot spot usage purchased for all students giving priority to students with unique needs.	\$130,000.00	\$113,739.00	No
Action #8: Giving priority to students with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are	\$65,000	\$66,153.00	Yes



Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
experiencing homelessness, provide academic support to students with the use of tutors.			
Action #9: To provide the necessary support/curriculum to pupils with unique needs, purchase TK-12 supplemental materials, and online resources based on student and subject need.	\$40,000.00	\$32,283.00	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Action 2 (Instructional Aides): Additional funds were needed due to salaries/benefits.  
Action 3 (EL Curriculum/Materials): Additional funds were needed for on-line supplemental materials.  
Action 4 (Career Associate): Additional funds were needed due to salaries/benefits.  
Action 5 (Part-time Counselor): Funds were used as budgeted.  
Action 6 (Special Education Program Specialist): Additional funds were needed due to salaries/benefits.  
Action 7 (Technology): Funds from grant funding assisted with technology this year  
Action 8 (Tutors): Funds were used as budgeted.  
Action 9 (TK-12 Supplemental Materials): Not all funds were not needed because families used curriculum and materials already purchased.

## Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

### Pupil Learning Loss

VOCS teaching staff communicated regularly with their students and parent educators, and this relationship allowed our students to be closely monitored, especially during 2020-21 school year. VOCS teachers understand the importance of assessing students to determine the academic growth of their students, and they work very closely with our parent educators to make sure all of our students are successful at VOCS. Throughout the year, VOCS addressed pupil learning loss by using a variety of assessment methods to measure the learning status of their students, which may have included: Administering reading and math Star Renaissance assessments at least three times a year; conducting additional assessments, including benchmark testing, early literature

assessments, written assessments, impromptu Zoom assessments and informal assessments. 95% of 3rd-8th grade students attempted the Star Renaissance assessment at least three times throughout the year, with 75% students scoring at or above grade level. CAASPP data that was averaged the last three years shows for All Students: ELA: 41% of VOCS students meet or exceeds standards, while 34% do not meet grade-level standards. Math: 21% of VOCS students meet or exceeds standards, while 52% of VOCS students do not meet the standards.

Additionally, VOCS teachers evaluated student work to ensure academic growth was occurring and collaborated with parent educators when needed. EL students used the core curriculum and Specially Designed Academic Instruction in English (SDAIE) strategies that were shared with Parent Educators. On-line Zoom enrichment classes and scheduled meetings also gave EL students an opportunity to listen, speak, read, and write in English using academic language. Additional supports and strategies were available to all students, along with individual tutoring sessions in all academic areas. VOCS continued using instructional aides and tutors to assist our students, when needed. Both instructional aides and tutors provide an additional layer of assistance to all students, including our unique students, that may need additional tutoring.

#### Pupil Learning Loss Strategies

VOCS teaching staff used a variety of actions and strategies to address learning loss and accelerated learning progress for pupils with unique needs, as needed, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils with foster care, and pupils who are experiencing homelessness. Credentialed teachers worked closely with parent educators to determine if there was a learning loss with their student. STAR Ren. results were shared to guide instructional supports and strategies were encouraged to improve pupil learning loss. For our unduplicated pupils, VOCS addressed their learning loss needs with the following:

- English Learners: VOCS instructional staff continued to use strategies and techniques familiar with parent educators. After hearing from stakeholders, VOCS needs to provide additional professional learning dedicated to supporting English learners. This professional development would provide an opportunity for VOCS teachers to review ELD standards, understand EL proficiency levels, determine the difference between designated and integrated ELD, and review writing language objectives and academic conversations. VOCS teachers could then use this information to provide additional support to their English learners and their parent educators. A professional learning opportunity will be scheduled for fall 2021.
- Socioeconomic Disadvantaged Students: Students at VOCS needing an electronic device and/or internet connectivity were given priority to these items. By having an electronic device and/or internet connectivity, socioeconomic disadvantaged students were able to access their academic content at home during distance learning. Also, students scheduled additional individual tutoring times, as needed.
- Pupils with Exceptional Needs: Students who receive Special Education services are assigned a VOCS credentialed teacher(s) and a Special Education teacher. Both teachers collaborated with the parent educator to work with individual



students that have an IEP. This partnership allowed all parties to monitor the progress toward the student's IEP goals. Special Education teachers were also available to consult with parent educators, as needed, to provide the necessary modifications and accommodations that the student may need to complete their assignments at home. Furthermore, the Special Education program specialist provided support guidance to both teachers, along with the VOCS administration. Additional on-line tutoring sessions were also scheduled, as needed.

- Pupils in Foster Care: VOCS coordinated and collaborated with Kern County Superintendent of Schools (KCSOS) to identify foster youth students in our program. Working with Foster Youth Services, VOCS staff members used a variety of strategies and provided any items the student may have needed, including school supplies, clothing, hygiene products, food, and/or social and emotional support.
- Pupils Who Are Experiencing Homelessness: Under the McKinney-Vento Homeless Assistance Act, VOCS worked with KCSOS to identify students and their families that may qualify for services. Working with the Dream Center, VOCS staff members used a variety of strategies and provided any items the student may have needed, including school supplies, clothing, hygiene products, food, and/or social and emotional support.

#### Effectiveness of Implemented Pupil Learning Loss Strategies

For students to be successful at VOCS, they need instruction, guidance, and support from their parent educator and the VOCS teaching staff. By working together, students can excel both academically and socially-emotionally. VOCS teaching staff scheduled synchronous meetings with their students for the purposes of instruction and maintaining school connectedness. Meetings were conducted through Zoom and/or Google Classrooms. As students participated in these synchronous meetings, teachers checked for understanding by using Q&A sessions, using breakout rooms with a student recorder, and/or checking the chat box for responses. Additionally, VOCS teachers reviewed assessments, benchmarks, and STAR Renaissance scores to determine student academic growth and areas of need. For areas of need, appropriate supports and guidance were provided to the parent educator. If applicable, student grades reflected time spent participating in synchronous meeting discussions, the accuracy of assignments completed, and assessments. VOCS administration met regularly with their teaching staff to assess the effectiveness of the services VOCS provided to all students and provided support when needed.

## Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Schools across the nation have been affected by the COVID-19 pandemic, including Valley Oaks Charter School. Students, staff, and families were challenged by high levels of stress due to the interruption of daily lives, including worrying about the physical health of family members and oneself, plus worrying about any financial losses that may have been caused by the pandemic. During in-person/virtual meetings, VOCS recognized that for many, especially our students, living with the recent and ongoing events may have caused stress and trauma for some and may have negative impacts on the brain and body for others. VOCS has always believed in educating the "whole child" and this includes the mental health and social and emotional well-being of our students. Our staff is just as important, so providing resources to VOCS staff and students was focused on during the 2020-21 school year.

VOCS is proud of the successes in monitoring and supporting mental health and social and emotional well-being. For example, a variety of professional learning opportunities were provided to the VOCS staff to support them during this time. Additionally, VOCS was successful with encouraging VOCS staff and students to establish and implement daily routines for both in-person and remote delivery of instruction. VOCS also promoted mindfulness techniques and stress management through informal professional learning. Lastly, trauma and the impact of COVID-19 resources were provided to staff, students, and families. Resources may have included: National Suicide Prevention Lifeline (1-800-273-8255), and California Department of Education websites, including Stronger Together: Mental Health and Help for Students in Crisis.

As VOCS continues to plan for the 2021-22 school year, we will be sure to plan for the physical health measures that need to be taken into account on all of the school sites and the mental health and wellness of our students and staff as well. Additionally, VOCS will continue to explore the availability of mental health resources before students and staff return in the fall, so resources and supports are accessible whether we return to the VOCS site, continue with distance learning, or continue a blended model. Continuing to provide professional learning opportunities and resources to staff and students offers them the supports needed to be successful during this time.

## Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

VOCS is a non-classroom based/independent study/homeschool charter school. Due to the nature of the program, VOCS is proud of how often the VOCS teaching staff communicated with their students and parent educators during this time. Family engagement is very high, and the relationship between the VOCS staff and parent educators continued to allow our students to be closely monitored, especially during the COVID-19 pandemic. VOCS was challenged from time to time with students not attending enrichment classes. If for some reason a student did not attend an optional enrichment instructional opportunity, a VOCS staff member called home to encourage the student to attend the class. VOCS had two students/families that did not respond for a number of days, but eventually

one student/family made contact with the school. The other student moved out of the area and we were not able to reach them. Due to the abundance of communication and outreach efforts by the VOCS staff, only six students were voluntarily disenrolled from VOCS this year.

## **Analysis of School Nutrition**

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Since VOCS is a non-classroom based/independent study/homeschool charter, VOCS is only required to serve meals when students are on-site for two hours or more. During the distance learning model, students were not physically on a VOCS site. However, VOCS made sure all students, especially those that are eligible for free or reduced-price meals received adequate meals, if needed. A list of locations where meals were available throughout the county to our families was also made available, and there was no difference in meal requests as compared to prior years. Countywide lists were posted on Parent Square and sent to all families. Next year, VOCS will work with KCSOS food services and serve meals to students that are on campus longer than two hours.

## Additional Actions and Plan Requirements

### Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A	N/A	N/A		No

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

N/A

### Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

After analyzing and reflecting on the lessons learned from implementing in-person and distance learning programs, key takeaways were used in the development of the 2021-22 through 2023-24 LCAP. Additionally, stakeholder feedback from the 2020-21 Annual Survey was used in the planning and developing of the 2021-22 through 2023-24 LCAP. For the in-person program, VOCS staff continued to provide a blended model of in-person instructional and distance learning opportunities to ensure all student's needs were being met. This method ensured students experienced minimum learning loss during the 2020-21 school year and will be a focus in upcoming years. Additionally, VOCS staff continued to provide guidance to all students by assisting them with their individualized learning plans and assisting all parent educators during this time to ensure all students were provided appropriate instruction at home. VOCS distance learning program was enhanced by using Zoom and Google classroom. Both programs will continue throughout the 2021-24 LCAP.

Other efficiencies that were gained during the last two years will also be maintained. Zoom meetings and tutoring will continue and Zoom Pro accounts will be purchased, so VOCS staff can use more features to enhance the virtual activity for their students. Additionally, virtual professional learning opportunities will continue to be offered, especially since it requires less cost and time to implement and can be recorded for future reference and use. Travel and other costs and barriers can be eliminated utilizing this format and the COVID-19 pandemic has influenced how professional learning will take place in the future. Additional parent workshops and activities will also be included in the professional learning opportunities. Student's social-emotional well-being will also be addressed, as needed, in students' individualized learning plans and continue to be a focus for VOCS staff during the 2021-24 LCAP.

Educational strategies will also be further investigated, during the 2021-24 LCAP, by VOCS staff to assist parent educators implement strategies at home with their students, focusing on the areas of English Language Arts (ELA) and Mathematics. Additionally, parent educator workshops will continue to be developed and offered to help parent educators in the areas of English Language Arts and Math, especially for our students that struggled the most, which includes students with disabilities, Hispanic, and socioeconomically disadvantaged student groups.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Year to year, all of VOCS students learn new content and develop new skills, and assessments are designed by VOCS staff to measure student academic growth and possible learning loss throughout the school year. Since VOCS is a parent-choice, parent participation, independent/homeschool charter school, the school recognizes that consistency throughout the grade levels can vary from family to family. CAASPP data shows that All Students (3rd-8th and 11th graders), school wide, for the last three years have averaged the following results: ELA - 41% of VOCS students meet or exceeds standards, while 34% of VOCS students do not meet grade-level standards. Math - 21% of VOCS students meet or exceed standards, while 52% of VOCS students have consistently not met the standards. As a result, VOCS will work towards creating grade-level standard benchmarks, so that parent educators will have the tools to make sure their student(s) is making academic progress through the school year. To further address learning loss, extra tutors will be hired to assist students needing target instruction in academic areas of need, giving priority to students with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness. Additionally, benchmark assessments, written and oral assessments, and STAR Renaissance testing will be used throughout the school year to assess learning loss and academic progress of our students. Additional actions and services will be considered in subsequent years if student results do not increase.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

- Action 1 (Professional Learning): Funds were used for professional development opportunities to VOCS staff, parent educators, and students in the area of technology, which allowed higher levels of proficiency and learning to support individual remediation and enrichment for all students. Not all funds were needed because professional development costs were lower than expected and free opportunities were utilized.
- Action 2 (Instructional Aides): Additional funds were needed due to salaries/benefits of two instructional aides that provided academic support to students, giving priority to students with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.

- Action 3 (EL Supplemental Materials): Additional funds were needed to purchase supplemental EL materials, EL curriculum, and on-line resource to improve language acquisition.
- Action 4 (Career Associate): Additional funds were needed due to salaries/benefits of a Career Associate that identified students who were in danger of dropping out, evaluated current practices, provided academic planning techniques, and sent referrals to the Student Support Team for targeted support, giving priority to students with unique needs.
- Action 5 (Part-time Counselor): Funds were used as budgeted for the help of a part-time counselor providing academic planning and counseling services, giving priority to students with unique needs.
- Action 6 (Program Specialist): Additional funds were needed due to salaries/benefits for the Special Education Program Specialist that supported Special Education and general education teachers through academic resources and professional development opportunities.
- Action 7 (Technology): Most funds were used and additional funds from grant funding assisted with technology purchases this year.
- Action 8 (Tutors): Funds were used as budgeted to give assistance and priority to students with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness with tutors.
- Action 9 (TK-12 Supplemental Materials): TK-12 supplemental materials and online resources were purchased based on student and subject need providing the necessary support/curriculum to pupils with unique needs. Not all funds were not needed because families used curriculum and materials already purchased.
- Action 10 (Community Partnerships): Funds were used as budgeted to maintain community partnerships that allowed students access to events and experiences they would otherwise not be able to participate in (ex. Museums, PE facilities, fine arts facilities, etc.).
- Action 11 (Edmentum): Edmentum seats, curriculum, and materials were purchased to help students that may be deficient in credits, giving priority to pupils with unique needs. Funds were not needed because the costs of Edmentum were lower than anticipated.
- Action 12 (Independent Study Teacher): Additional funds were needed due to salaries/benefits for the Independent Study Teacher who supported students using Edmentum, and other online supplemental resources.

# Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

After analyzing and reflecting on the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan, key takeaways were used in the development of the 2021-22 through 2023-24 LCAP. Additionally, stakeholder feedback from the 2020-21 Annual Survey was used in the planning and developing of the 2021-22 through 2023-24 LCAP. Many lessons were learned over the last two years by VOCS staff, and the two goals were modified and some actions have been adjusted to better meet the needs of the students with unique needs. For the next three years, VOCS will focus on students who graduate from VOCS will be prepared to enter a higher education and/or pursue a career path for Goal One, and all VOCS sites will strive to create and promote a safe, secure, and inclusive school environment that is accessible and conducive to student learning for Goal Two.

Year to year, all of VOCS students learn new content and develop new skills, and assessments are designed by VOCS staff to measure student academic growth throughout the school year. Since VOCS is a parent-choice, parent participation, independent/homeschool charter school, the school recognizes that consistency throughout the grade levels can vary from family to family. CAASPP data shows that All Students (3rd-8th and 11th graders), school wide, for the last three years have averaged the following results: ELA - 41% of VOCS students meet or exceeds standards, while 34% of VOCS students do not meet grade-level standards. Math - 21% of VOCS students meet or exceed standards, while 52% of VOCS students have consistently not met the standards. As a result, VOCS will work towards creating grade-level standard benchmarks, so that parent educators will have the tools to make sure their student(s) is making academic progress through the school year. Extra tutors will also be hired to assist students needing target instruction in academic areas of need, giving priority to students with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness. Additionally, benchmark assessments, written and oral assessments, and STAR Renaissance testing will be used throughout the school year to assess academic progress of our students. Additional actions and services will be considered in subsequent years if student results do not increase.

Educational strategies will also be further investigated by VOCS staff to assist parent educators implement strategies at home with their students, focusing on the areas of English Language Arts (ELA) and Mathematics. Additionally, parent educator workshops will continue to be developed and offered to help parent educators in the areas of English Language Arts and Math, especially for our students that struggled the most, which includes students with disabilities, Hispanic, and socioeconomically disadvantaged student groups.

Other efficiencies that were gained during the last two years will be maintained. Zoom meetings and tutoring will continue and Zoom Pro accounts will be purchased, so VOCS staff can use more features to enhance the virtual activity for their students. Additionally, virtual professional learning opportunities will continue to be offered, especially since it requires less cost and time to implement and



can be recorded for future reference and use. Travel and other costs and barriers can be eliminated utilizing this format and the COVID-19 pandemic has influenced how professional learning will take place in the future. Additional parent workshops and activities will also be included in the professional learning opportunities.

Lastly, all students benefited from the additional Chromebooks and WiFi Hot Spots purchased this year, which were made available for check-out to our students giving priority to our unduplicated pupils. VOCS would like to become a 1:1 school and will continue to purchase the technology and infrastructure to reach that goal. High school students continued to receive and benefit from academic and social emotional counseling under the guidance of our part-time counselor and career associate. Both positions will continue next year, along with four tutors to provide an additional layer of support for our students, giving priority to student with unique needs.



## Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

### Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

#### Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

## **Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan**

### **Annual Update**

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

### **Actions Related to In-Person Instructional Offerings**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

### **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

## **Actions Related to Pupil Learning Loss**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

## **Analysis of Mental Health and Social and Emotional Well-Being**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

## **Analysis of Pupil and Family Engagement and Outreach**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

## **Analysis of School Nutrition**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

## **Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

## **Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.



## Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	890,877.00	856,462.45
Base	10,000.00	3,146.00
Lottery	80,000.00	89,357.00
Supplemental	0.00	10,024.90
Supplemental and Concentration	800,877.00	753,934.55

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	890,877.00	856,462.45
1000-1999: Certificated Personnel Salaries and Benefits	169,174.00	171,117.00
2000-2999: Classified Personnel Salaries and Benefits	62,938.00	70,277.00
3000-3999: Employee Benefits	104,765.00	120,018.55
4000-4999: Books And Supplies	244,000.00	352,617.92
5000-5999: Services And Other Operating Expenditures	310,000.00	82,301.98
5800: Professional/Consulting Services And Operating Expenditures	0.00	60,130.00

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	890,877.00	856,462.45
1000-1999: Certificated Personnel Salaries and Benefits	Supplemental and Concentration	169,174.00	171,117.00
2000-2999: Classified Personnel Salaries and Benefits	Supplemental and Concentration	62,938.00	70,277.00
3000-3999: Employee Benefits	Supplemental and Concentration	104,765.00	120,018.55
4000-4999: Books And Supplies	Lottery	80,000.00	89,357.00
4000-4999: Books And Supplies	Supplemental and Concentration	164,000.00	263,260.92
5000-5999: Services And Other Operating Expenditures	Base	10,000.00	3,146.00
5000-5999: Services And Other Operating Expenditures	Supplemental	0.00	10,024.90
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	300,000.00	69,131.08
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	0.00	60,130.00

\* Totals based on expenditure amounts in goal and annual update sections.



Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	812,915.00	760,381.49
Goal 2	77,962.00	96,080.96

\* Totals based on expenditure amounts in goal and annual update sections.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$396,000.00	\$365,805.00
Distance Learning Program	\$336,000.00	\$305,675.00
Pupil Learning Loss	\$301,000.00	\$278,411.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$1,033,000.00	\$949,891.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss	\$130,000.00	\$113,739.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$130,000.00	\$113,739.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$396,000.00	\$365,805.00
Distance Learning Program	\$336,000.00	\$305,675.00
Pupil Learning Loss	\$171,000.00	\$164,672.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$903,000.00	\$836,152.00

# Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Valley Oaks Charter School (VOCS)	Deanna Downs Director II	dedowns@kern.org (661) 636-4428

## Plan Summary [2021-22]

### General Information

A description of the LEA, its schools, and its students.

Valley Oaks Charter School (VOCS) was founded on respecting and valuing parent choice; giving parents a chance to tailor an education to fit their children's individual needs in a homeschool environment. Students at VOCS are educated one child at a time, incorporating a wide variety of teaching methods. Working closely with credentialed teachers, parent educators take the opportunity to teach lessons based on the child's academic ability and style of learning. Whether a student is a visual learner, an audio learner, and/or a kinesthetic learner, all students are expected to work to their fullest potential. To assist parents with this goal, VOCS provides numerous educational options and opportunities that can be individualized to each student's learning style, skill set, and academic potential.

In addition to teaching their children at home on a daily basis, parents may choose to have their students participate in a variety of enrichment activities. Valley Oaks Charter School main site is located in Bakersfield, California. Additional satellite sites are located in Frazier Park, Kern River Valley, Taft, and Tehachapi. All sites are used as a meeting area for families and teachers, and house the educational resources necessary to facilitate quality learning. Students may elect to participate in on-campus or on-line enrichment classes and programs, which may include instruction in core academics, technology, applied and fine arts, physical education, industrial arts, and agriculture. VOCS serves approximately 1,092 Kern County students in five TK-8 programs and two High School programs, including 40% of our student population representing our LCFF unduplicated student count.

### Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

After reflecting on the last two years, and reviewing VOCS' accomplishments on the state and local performance indicators (California Dashboard), progress towards LCAP goals, local self-assessment tools, and stakeholder input, Valley Oaks is most proud of meeting all of the goals set on the local performance indicators (Basics - Teachers, Instructional Materials, and Facilities, Access to a Broad Course of Study, Implementation of Academic Standards, Parent Engagement, and Local Climate Survey). Also, according to the 2019 CA School Dashboard, VOCS performed in the blue performance level in both chronic absentee and suspension rates. Due to the COVID-19 pandemic

CAASPP SBAC testing in 2019-20 was canceled, so statewide assessment comparison data was not available. Other accomplishments VOCS is proud of include:

- According to the 2020-21 Annual Survey, 99% of parent educators reported VOCS provided textbooks and materials to support student learning.
- The 2020-21 Annual Survey reported 98% of parent educators stated that VOCS provided a rigorous, relevant, and coherent curriculum was accessible to all students.
- Student attendance rate from Aug. 2019 - Feb. 2020 was 98%.
- VOCS continued to assess students that were continuously enrolled, using STAR Renaissance assessments. Efforts were made to assess every student at least two times within the school year. 95% of VOCS students tested at least two times, 529 students schoolwide, with 75% of VOCS 3rd-8th grade students scoring at or above grade level.
- 34% of socioeconomically disadvantaged students participated in vendor services (community partnerships) this year.
- Chromebooks and Hot Spots were distributed throughout the school year to students in need giving priority to pupils with unique needs.
- According to the 2020-21 Annual survey, 96% of VOCS 4th-12th grade students reported having enough technology to successfully complete their school work at home.
- Communication was maintained and was delivered through Zoom meetings (a newly learned platform), Google Classroom meetings, Parent Square postings, Remind texts, emails, and phone calls.
- The 2020-21 Annual Survey reported 99% of parent educators agreed/strongly agreed that VOCS staff responded quickly to parent phone calls, Remind text, and/or emails.
- According to the 2020-21 Annual Survey, 84% of parent educators reported their student felt connected to VOCS during the pandemic.
- The 2020-21 Annual Survey reported 98% of parent educators reported that VOCS demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.
- LCAP Goals were modified based on stakeholder feedback.
- VOCS is very proud of the improvements made with facilities at the Bakersfield location and the new site in Tehachapi.

With all of these accomplishments, VOCS has made progress towards identified LCAP goals. After a review of the successes identified with state, local, and stakeholder feedback, VOCS plans to continue to focus on the two modified LCAP goals, which will in turn help with student achievement and school connectedness.

## Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Due to the COVID-19 pandemic CAASPP SBAC testing in 2019-20 was canceled, so statewide assessment comparison data was not available. Since VOCS is a parent-choice, parent participation, independent/homeschool charter school, the school recognizes that consistency throughout the grade levels can vary from family to family. CAASPP data shows that All Students (3rd-8th and 11th graders), school wide, for the last three years have averaged the following results: ELA - 41% of VOCS students meet or exceeds standards, while 34% of VOCS students do not meet grade-level standards. Math - 21% of VOCS students meet or exceed standards, while 52% of VOCS students have consistently not met the standards. Additionally, 2019 CA School Dashboard ELA data shows that socioeconomically disadvantaged students performed in the yellow level, while students with disabilities performed in the orange performance level. 2019 CA School Dashboard Math data shows socioeconomically disadvantaged students and students with disabilities performed in the red performance level.

As a result, VOCS will work towards creating grade-level standard benchmarks, so that parent educators will have the tools to make sure their student(s) is making academic progress through the school year. Extra tutors will also be hired to assist students needing target instruction in ELA and Math, giving priority to Hispanic students, students with disabilities, white students, and socioeconomically disadvantaged students. Additionally, benchmark assessments, written and oral assessments, and STAR Renaissance testing will be used throughout the school year to assess academic progress of our students. Additional actions and services will be considered in subsequent years if student results do not increase.

Additionally, educational strategies will also be further investigated by VOCS staff to assist parent educators implement strategies at home with their students, focusing on the areas of English Language Arts (ELA) and Mathematics. Parent educator workshops will continue to be developed and offered to help parent educators in the areas of English Language Arts and Math, especially for our students that struggled the most, which includes students with disabilities, Hispanic, and socioeconomically disadvantaged student groups. According to the 2020 Annual Survey, 29% (school-wide) of VOCS parents with students with exceptional needs attend parent educator workshops and VOCS recognizes that percentage needs to be increased.

According to the 2019 CA Dashboard, 32% of EL students are making progress towards English proficiency. No EL students were reclassified this school year. VOCS needs to provide additional professional learning dedicated to supporting English learners. This professional development would provide an opportunity for VOCS teachers to review ELD standards, understand EL proficiency levels, determine the difference between designated and integrated ELD, and review writing language objectives and academic conversations. VOCS teachers could then use this information to provide additional support to their English learners and their parent educators. A professional learning opportunity will be scheduled for fall 2021.

Finally, many of our students were exceling under the guidance of our part-time counselor and career associate. Both positions will continue next year, along with hiring a full-time counselor and increasing our tutors to four. Based on stakeholder feedback, an additional layer of support for academic planning and counseling services is needed, so counselors and the career associate will provide that support.

## LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

After analyzing our data and working closely with all stakeholders, consensus was that in order to ensure a charter renewal in four years the following two goals will be the focus for the next three years:

- Goal 1: Students who graduate from VOCS will be prepared to enter a higher education and/or pursue a career path.
- Goal 2: All VOCS sites will strive to create and promote a safe, secure, and inclusive school environment that is accessible and conducive to student learning.

## 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.

Valley Oaks Charter School has not been identified for comprehensive support and improvement under the Every Student Succeeds Act.

### Support for Identified Schools

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

Valley Oaks Charter School has not been identified for comprehensive support and improvement under the Every Student Succeeds Act.

### Monitoring and Evaluating Effectiveness

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

Valley Oaks Charter School has not been identified for comprehensive support and improvement under the Every Student Succeeds Act.

# Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

In the development of the 2021-22 LCAP, Valley Oaks Charter School created a survey, conducted individual and group meetings, and consulted with VOCS Governing Board. The LCAP survey listed the eight state priorities, and stakeholders were asked to specify which of the eight state priorities should be a focus of VOCS resources. VOCS staff was also consulted throughout the year during staff individual and group meetings. Additionally, VOCS principals met throughout the year to gather input for the development of the 2021-22 LCAP. After gathering the survey data, and information from meetings, a LCAP committee was created and included parents/guardians, teachers, and administrators. This committee met three times during the 2020-21 school year and gathered additional information from stakeholders after each meeting, when needed. Information from the LCAP committee was used in the development of the 2021-22 LCAP, along with input from the Governing Board. VOCS Governing Board met on May 17, 2021 and June 1, 2021 to collect additional feedback and approve the 2021-22 LCAP.

A summary of the feedback provided by specific stakeholder groups.

- VOCS TK-12 Parents: Parent participation continues to be high and is appreciated by VOCS. All parents, including parents of unduplicated pupils and students with exceptional needs, were able to offer input in making decisions for each site by completing surveys, joining committees, attending in-person/virtual table meetings, attending in-person/virtual scheduled appointments, attending virtual Town Hall meetings, sending emails, and/or making phone calls. The 2020-21 Annual Survey asked parent educators which state priorities should be the focus of VOCS resources and the top three responses were: 76% of parent educators stated Basic Services; 61% of parent educators stated Course Access; 36% of parent educators stated Parent Involvement. The survey also asked what area(s) would you like additional information in next year and the top three responses were: 41% of parent educators didn't need any additional information at this time; 26% of parent educators reported student engagement; 23% of parent educators reported supporting students with social and emotional needs; 17% of parent educators reported supporting academically advanced students/time management.
- VOCS Students: Communication with all students is very important to all of VOCS staff. Students were able to offer input in making decisions for each site by attending monthly in-person/virtual table meetings and/or scheduled meetings, completing surveys, and/or receiving weekly emails, website notifications, Parent Square announcements, and/or Remind texts. Club meetings and hangouts were also conducted throughout the year and were open to all students.
- VOCS Certificated Staff: Certificated staff communicated with administration through weekly team meetings, individual meetings, school-wide meetings, emails, and/or completing surveys. Meetings were conducted in-person and/or virtually throughout the year. VOCS certificated staff were also invited to participate in Town Hall meetings, committees, along with VOCS Governing Board meetings to provide additional feedback.
- VOCS Classified Staff: Classified staff communicated with administration through weekly team meetings, individual meetings, school-wide meetings, emails, and/or completing surveys. Meetings were conducted in-person and/or virtually throughout the year.

VOCS certificated staff were also invited to participate in Town Hall meetings, committees, along with VOCS Governing Board meetings to provide additional feedback.

- VOCS All Staff, including Principals: The 2020-21 Annual Survey asked VOCS staff which state priorities should be the focus of VOCS resources and the top three responses were: 61% of staff stated Parent Involvement; 59% of staff stated Basic Services; 38% of staff stated Pupil Engagement. The survey also asked what area(s) would you like additional support in next year and the top three responses were: 39% of staff reported supporting students with social and emotional needs; 29% of staff reported supporting students with IEP's; 23% of staff stated student/family engagement.
- SELPA Administration: Valley Oaks Charter School includes all students when collecting data and in the development of the LCAP. Therefore, students with disabilities are not called out individually. The issues found during the special education plan process are the same that were brought up during LCAP stakeholder meetings and are being addressed.
- Community/Partner Agencies: VOCS continued to reach out to KCSOS for EL, SELPA, Foster Youth/Students experiencing homelessness services, and curriculum and instruction services, as needed. Partnerships with Bakersfield College and Cerro Coso College were maintained, along with a partnership with KHSD/Regional Occupational Center (ROC) for our high school students.
- Bargaining Units: VOCS will meet with bargaining units on May 24, 2021 and communicate the current LCAP. Input will be shared and gathered from these stakeholders and added to the new plan.



A description of the aspects of the LCAP that were influenced by specific stakeholder input.

After collaborating with all stakeholders in the involvement process for the review and development of the LCAP goals, actions, services, and expenditures, it was determined that after Goals 1 and 2 are modified, the two goals should remain the focus of VOCS with the following considerations:

- VOCS TK-12 Parents: Maintain parental involvement by providing opportunities for parents to give input through in-person/virtual table meetings, in-person/virtual scheduled meetings, surveys, and/or receiving weekly emails, Newsflash, Parent Square/Remind announcements. Continue to provide professional learning opportunities for parent educators, especially for EL and parent educators of students with disabilities, by offering parent workshops throughout the year. Continue communication between VOCS and parent educators by using Parent Square, Remind, Newsflash, and Facebook. Increase the number of tutors to help with student/parent educators in need. Maintain community partnership opportunities and hire a school counselor to support student social and emotional needs.
- VOCS Students: Create and offer career days throughout the year, along with college field trips. Consider offering more career tech and work experience classes.
- VOCS Certificated and Classified Staff: Continue to keep the lines of communication open with administration through team meetings, school-wide meetings, individual meetings, emails, surveys, and professional learning opportunities. Increase the number of tutors to help with student/parent educators in need. Maintain community partnership opportunities and hire a school counselor to support student social and emotional needs.
- Community/Partner Agencies: Continue partnerships with KCSOS, Bakersfield College, Cerro Coso College, KHSD/ROC, local vendors, and museums.

# Goals and Actions

## Goal

Goal #	Description
1	<p>A review of the needs, conditions, and circumstances of our socioeconomically disadvantaged students and all students were considered when developing Goal 1. Valley Oaks Charter School (VOCS) believes the actions within this goal will assist our socioeconomically disadvantaged students to be prepared to enter a higher education and/or pursue a career path.</p> <p>Goal #1 states: Students who graduate from VOCS will be prepared to enter a higher education and/or pursue a career path. Associated metrics for Goal 1 will include: Priority 1(b), Priority 4(b), 4(f), 7(a), and 8(a).</p>

### An explanation of why the LEA has developed this goal.

According to 2018-19 CAASPP results, the percentage that participated in and demonstrated college preparedness on EAP were ELA: 13% and Math: 1.43% for all students and ELA: 8% and Math: 0% for socioeconomically disadvantaged students. Additionally, the 2019-20 CA School Dashboard indicates 18% of all students were college/career ready, while 14.3% of socioeconomically disadvantaged were prepared. In consideration of these performance gaps, VOCS will accelerate student learning by maintaining or increasing the percentage of fully-credentialed staff, strengthening grade-level standards-based instruction, using targeted intervention and purposeful enrichment opportunities. Further, students will be supported by data analysis and a commitment to ongoing cycles of inquiry ensuring all students attain increasingly higher levels of achievement. By doing this students who graduate from VOCS, including our socioeconomically disadvantaged students, will be more prepared to enter a higher education and/or pursue a career path.

Additionally, VOCS will continue to address individual student needs. 2019-20 CA School Dashboard indicates that 88% all students graduated, with 84.2% of socioeconomically disadvantaged graduating. Additionally, the 2019-20 CA School Dashboard shows 69.2% of all students met A-G completion with 80% of socioeconomically disadvantaged students meeting the A-G completion. Finally, 2018-19 CAASPP results reported the percentage of pupils who participated in and demonstrated college preparedness on EAP were ELA: 13% and Math: 1.43%, with socioeconomically disadvantaged students scoring 8% in ELA and 0% in Math.

VOCS will accelerate student learning by increasing the percentage of fully-credentialed staff, strengthening grade-level standards-based instruction, targeted intervention, and purposeful enrichment supported by data analysis and a commitment to ongoing cycles of inquiry ensuring all students attain increasingly higher levels of achievement. By doing this students who graduate from VOCS will be more prepared to enter a higher education and/or pursue a career path.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Priority 1(a): Conditions for Learning</p> <p>Basic Services: Teachers appropriately assigned and fully credentialed for assignment.</p>	<p>According to 2020 CALPADS Staffing Report, 100% of VOCS' teachers are appropriately assigned and fully credentialed for assignment. Additionally, 5% of VOCS high school teachers were CTE certified.</p>				<p>Maintain baseline for teachers appropriately assigned and fully credentialed for assignment.</p> <p>By 2023-24, more than 5% of VOCS high school teachers will be CTE certified.</p>
<p>Priority 1(b): Conditions for Learning</p> <p>Basic Services: Standards-aligned instructional materials for every students.</p>	<p>According to the School Accountability Report Card, 100% of VOCS' students had access to standards-aligned curriculum and instructional materials.</p>				<p>Maintain baseline of 100%</p>
<p>Priority 1(c): Conditions for Learning</p> <p>Basic Services: School facilities in "Good Repair" per CDE's Facility Inspection Tool (FIT).</p>	<p>All VOCS facilities will have an overall rating of "Exemplary" as reported on the FIT report.</p>				<p>Maintain baseline of "Exemplary"</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Priority 2(a): Conditions for Learning</p> <p>Implementation of State Standards:</p> <p>Implementation of state board adopted academic and performance standards for all students.</p>	<p>Using the local reflection tool on the CA Dashboard, 97% of parents use state standards to help guide their instructional day.</p>				<p>By 2023-24, at least 98% of parents will use state standards to help guide their instructional day.</p>
<p>Priority 2(b): Conditions for Learning</p> <p>Implementation of State Standards:</p> <p>Programs/Services to enable English Learners access to CCSS and ELD standards for the purposes of gaining academic content knowledge and English language proficiency.</p>	<p>During the 2020-21 school year, 26% of EL Parent Educators attended at least one parent workshop based on Zoom attendance.</p> <p>A review of integrated ELD implementation, from our observation data, shows that 100% of our English Learners have access to CCSS and ELD standards.</p>				<p>By 2023-24, at least 50% of EL Parent Educators will attend at least one parent workshop based on sign-in sheets.</p> <p>Maintain baseline of 100% of our English Learners having access to CCSS and ELD standards.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Priority 4(a): Pupil Outcomes</p> <p>Pupil Achievement: Statewide Assessments (ELA&amp;Math).</p>	<p>For the last three reported years (2016-2019), CAASPP data shows that All Students (3rd-8th and 11th graders), school wide, have averaged the following results:            ELA - 41% of VOCS students meet or exceeds standards, while 34% of VOCS students do not meet grade-level standards.            Math - 21% of VOCS students meet or exceed standards, while 52% of VOCS students have consistently not met the standards.</p> <p>2019 CA School Dashboard ELA data shows that socioeconomically disadvantaged students performed in the yellow level, while students with disabilities performed in the orange performance level.</p>				<p>By 2023-24, state wide assessment results for ELA will be: at least 41% of VOCS students will meet or exceeds standards, while less than 34% of VOCS students will not meet grade-level standards. Math: at least 21% of VOCS students will meet or exceed standards, while less than 52% of VOCS students will not have met the standards.</p> <p>By 2023-24, CA School Dashboard ELA and Math data will show at least one performance level growth, as compared to the previous year for all student groups, including socioeconomically disadvantaged and students with disabilities.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2019 CA School Dashboard Math data shows socioeconomically disadvantaged students and students with disabilities performed in the red level.				
Priority 4(b): Pupil Outcomes  Pupil Achievement: Percentage of pupils that have successfully completed A-G Requirements and CTE pathways.	According to the 2019-20 CDE Dataquest, 26% of VOCS students graduated completing A-G programs.  2020 CA School Dashboard shows 69.2% of all students met A-G completion with 80% of socioeconomically disadvantaged students meeting A-G completion.				By 2023-24, the percentage of pupils completing A-G will increase by 5% as reported on CDE Dataquest.  By 2023-24, the 2020 CA School Dashboard will report an increase of 5% for both all students and socioeconomically disadvantaged students meeting A-G completion.
Priority 4(c): Pupil Outcomes	According to the 2020 CA School Dashboard, 0% of all				By 2023-24, at least 5% of all students will have completed a CTE pathway

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of pupils that have successfully completed CTE pathways.	students had a CTE pathway completion.				completion as reported on the CA School Dashboard.
Priority 4(d): Pupil Outcomes  Percentage of pupils who have successfully completed both 4(b) and 4(c).	According to the 2019-20 CDE Dataquest and CA School Dashboard, 13% successfully completed Priority 4(b) and 4(c).				By 2023-24, at least 15% will have successfully completed Priority 4(b) and 4(c) as reported on either the CDE Dataquest and CA School Dashboard.
Priority 4(e): Pupil Outcomes Pupil Achievement:  Percentage of EL pupils making progress toward English proficiency as measured by ELPAC.	According to the 2019 CA School Dashboard, 32% of VOCS students were making progress towards English language proficiency (19 students). 42% decreased at least one ELPI level, 26% maintained ELPI levels 1, 2L, 2H, 3L, and 3H, 16%				By 2023-24, 35% of VOCS EL students, that are continuously enrolled for three years, will make progress towards English language proficiency, reported on the CA Dashboard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	maintained ELPI level 4, and 16% EL students progressed at least one ELPI level.				
4(f): Pupil Outcomes Pupil Achievement:  English Learner reclassification rate.	According to the 2019-20 Dataquest, Annual Reclassification Counts and Rates Report, 2.6% of VOCS students were English Learners, 5.3% were Fluent English Proficient students, and 7.1% were students redesignated Fluent English Proficient.				By 2023-24, more than one of VOCS EL students that are continuously enrolled will be reclassified.
Priority 4(g): Pupil Outcomes  Pupil Achievement: Percentage of pupils passing AP exam with 3 or higher.	According to 2018 CALPADS, VOCS had 3% of students participating in the AP program passing the AP exam with a 3 or higher.				By 2023-24, at least 3% of VOCS high school students will take an AP course.



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Priority 4(h): Pupil Outcomes</p> <p>Pupil Achievement: Percentage of pupils who participate in and demonstrate college preparedness on EAP.</p>	<p>According to 2018-19 CAASPP results, the percentage of pupils who participated in and demonstrated college preparedness on EAP were: ELA – 13% Math – 1.43%.</p>				<p>By 2023-24, as demonstrated by the CAASPP results, VOCS students that participated in and demonstrated college preparedness will be 20% in ELA and 7% in math.</p>
<p>Priority 7(a): Conditions for Learning</p> <p>Course Access: Extent to which pupils have access to and are enrolled in a broad course of study (EC 51210/51220).</p>	<p>According to master schedules and grade level grids and the CA School Dashboard, VOCS provided 100% access to a broad course of study to all students as defined by EC51210/512220.</p>				<p>Maintain baseline of 100% access to a broad course of study.</p>
<p>Priority 7(b): Conditions for Learning</p> <p>Course Access: Extent to which pupils have access to and are enrolled in</p>	<p>According to 2020-21 local school data, 34% of of unduplicated pupils participated vendor services.</p>				<p>By 2023-24, at least 50% of unduplicated pupils will participate in vendor services.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
programs/services for unduplicated pupils.					
<p>Priority 7(c): Conditions for Learning</p> <p>Course Access: Extent to which pupils have access to and are enrolled in programs/services for pupils with exceptional needs.</p>	<p>According to 2020-21 local school data, 7% of pupils with exceptional needs participated in vendor services</p>				<p>By 2023-24, at least 25% of pupils with exceptional needs will participate in vendor services.</p>
<p>Priority 8(a): Pupil Outcomes</p> <p>Other Student Outcomes: Pupil outcomes in subjects described in 51210/51220 (EX: CBM metrics, Physical Fitness Testing, various participation rates etc.)</p>	<p>During the 2020-21 school year, 95% of VOCS 3rd -8th grade students participated in STAR Renaissance testing at least two times during the school year.</p> <p>2019 local data shows that 88% of VOCS high school students participated in at least two Edmentum Benchmark Testing.</p>				<p>By 2023-24, at least 95% of VOCS 3rd-8th grade students will participate in STAR Renaissance testing.</p> <p>By 2023-24, at least 88% of VOCS high school students will participate in Edmentum Benchmark Testing.</p> <p>By 2023-24, at least 95% of TK-8 Parent</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Using a locally selected measure from our 2019-20 Annual Survey, 88% of TK-8 Parent Educators use curriculum maps and/or "I Can Do" lists that follow the CCSS standards to help guide the instructional day.				Educators will follow curriculum maps and/or "I Can Do" lists that follow the CCSS standards to help guide the instructional day.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	TK-12 Supplemental Curriculum/Materials	To provide the additional support/curriculum, especially to socioeconomically disadvantaged students and English learners, purchase TK-12 supplemental curriculum and materials, as needed.	\$50,000.00	Yes
2	Professional Learning	To enhance services to unduplicated pupils, provide professional development/learning opportunities in all content areas for VOCS teaching staff and parent educators.	\$10,000.00	Yes
3	English Learner Professional Learning	Provide professional learning opportunities to VOCS teaching staff and Parent Educators related to EL resources and strategies.	\$1,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	English Learner Resources	Purchase supplemental EL curriculum, materials, and on-line resources, as needed to improve language acquisition.	\$3,000.00	Yes
5	Foster Youth Support	Purchase additional support materials for Foster Youth and connect students with peer mentoring programs through KCSOS, as needed.	\$1,000.00	Yes
6	Instructional Aides	Working with VOCS teaching staff, two instructional aides will identify students who are in danger of failing and evaluate current practices and provide academic support, giving priority to socioeconomically disadvantaged students and EL students.	\$118,700.00	Yes
7	Program Specialist	Giving priority to unduplicated students, the Program Specialist will work with students who are in danger of failing and provide support to VOCS teaching staff.	\$135,717.00	Yes
8	Technology	To better serve unduplicated pupils, purchase and upgrade technology at each site, as needed.	\$80,000.00	Yes
9	Technology Support	To better serve our unduplicated pupils, provide technology support for staff, parent educators, and students.	\$10,000.00	Yes
10	Online Supplemental Resources	Investigate and purchase online supplemental materials, including Edmentum, based on student needs and giving priority to unduplicated pupils.	\$25,000.00	Yes
11	Career Associate	A Career Associate will identify students who are in danger of failing, evaluate current practices, provide academic planning techniques, and send referrals to the Student Support Team for targeted support giving priority to students with unique needs.	\$73,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
12	Tutors	Giving priority to students with unique needs, provide academic support to students with the use of tutors.	\$100,000.00	Yes
13	CTE Art Teacher	Giving priority to students with unique needs, increase CTE program by adding a CTE teacher with emphasis on Arts, Media, and Entertainment.	\$90,000.00	Yes

## Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

Goal #	Description
2	<p>In order to assist VOCS efforts in creating and promoting a safe, secure, and inclusive school environment, VOCS will continue to find ways to address individual student needs. Review of the needs, conditions, and circumstances of our socioeconomically disadvantaged students and all students were considered when developing Goal 2. VOCS believes the actions within this goal will assist our socioeconomically disadvantaged students to feel safe, secure, and included.</p> <p>Goal #2 states: All VOCS sites will strive to create and promote a safe, secure, and inclusive school environment that is accessible and conducive to student learning. Associated metrics for Goal 2 will include: Priority 3(a), Priority 3(b), Priority 3(c), Priority 5(a), Priority 5(b), Priority 5(c), 5(d), Priority 5(e), Priority 6(a), Priority 6(b), and Priority 6(c).</p>

### An explanation of why the LEA has developed this goal.

2020-21 Annual Survey results indicated 99% of parent educators agreed/strongly agreed that VOCS staff responded quickly to parent phone calls, Remind text, and/or emails, and 84% of parent educators reported their student felt connected to VOCS during the pandemic. Additionally, the 2020-21 Annual Survey reported 98% of parent educators reported that VOCS demonstrates caring, concern, and high expectations for students in an environment that honors individual differences, and 84% of 4th-12th grade students reported feeling connected to VOCS. Continuing to create and promote a safe, secure, and inclusive school environment that is accessible and conducive to student learning, is an important part to the vision and mission of VOCS and therefore goals and actions will help achieve this goal, especially for our socioeconomically disadvantaged students.

VOCS will expand collaborative partnerships with students, parents, staff, and the community to provide wrap-around services and personnel to further open lines of communication, which will foster a safe and welcoming educational environment. All stakeholders will then be actively engaged in the learning process for VOCS students creating and promoting a safe, secure, and inclusive school environment that is accessible and conducive to student learning.

By 2023-24, expected outcomes will be 100% of VOCS Parent Educators will have received Parent Square announcement, at least 40% of Parent Educators school wide will attend parent workshops, and at least 50% of VOCS families will participate in the Annual Survey. Additionally, at least 33% of EL parents will have attended at least one parent workshop, and at least 33% of parents for students with disabilities will complete the Annual Special Education Intervention Services Survey.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Priority 3(a): Engagement</p> <p>Parent and Family Engagement: Efforts to seek parent input in making decisions for school sites.</p>	<p>100% of parents received Parent Square announcements.</p> <p>According to local data, 20% of Parent Educators school wide attended parent workshops.</p> <p>According to the 2020-21 Parent Survey, 29% of VOCS families participated in the Annual Survey.</p>				<p>By 2023-24, 100% of VOCS parents will receive Parent Square announcements.</p> <p>At least 40% of Parent Educators school wide will attend parent workshops.</p> <p>At least 50% of VOCS families will participate in the Annual Survey.</p>
<p>Priority 3(b): Engagement</p> <p>Parent and Family Engagement: Efforts to seek participation of parents for unduplicated pupils.</p>	<p>During the 2020-21 school year, 26% of EL parents attended at least one parent workshop.</p>				<p>By 2023-24, at least 33% of EL parents will attend at least one parent workshop.</p>
<p>Priority 3(c): Engagement</p>	<p>2020-21 data shows that 25% of parents for students with</p>				<p>By 2023-24, at least 33% of parents for students with</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent and Family Engagement: Efforts to seek participation of parents in programs for students with disabilities.	disabilities completed the Annual Special Education Intervention Services Survey.				disabilities completed the Annual Special Education Intervention Services Survey.
Priority 5(a): Engagement  Pupil Engagement: School attendance rates.	According to a 2019-20 Aeries report, student attendance rate was 98%.				Maintain baseline of at least 98% attendance rate.
Priority 5(b): Engagement  Pupil Engagement: Chronic absenteeism rates.	According to the 2018-19 CDE Dataquest, VOCS Chronic Absenteeism Rate was 0% and Ca State Dashboard reported all students performed in the blue performance level.				Maintain baseline of 0% Chronic Absenteeism Rate.
Priority 5(c): Engagement  Pupil Engagement:	According to 2019 CALPADS, VOCS middle school dropout was 0%.				Maintain baseline of 0% middle school dropout rate.



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Middle school dropout rates.					
Priority 5(d): Engagement  Pupil Engagement: High school dropout rates.	According to CDE Dataquest, VOCS High School Dropout Rate was 0%.				Maintain baseline of 0% High School dropout rate.
Priority 5(e): Engagement  Pupil Engagement: High school graduation rates.	According to the 2019-20 Ca School Dashboard, VOCS high school graduation rates were: 88% for all students; 84.2% for socioeconomically disadvantaged students.				By 2023-24, VOCS high school graduation rate will increase to show all students are performing at the green level as shown on the Ca State Dashboard.
Priority 6(a): Engagement  School Climate: Pupil suspension rates.	According to the 2019 Ca School Dashboard, all students performed in the blue performance level 0% for suspension rates.				Maintain baseline of 0% suspensions.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Priority 6(b): Engagement</p> <p>School Climate: Pupil expulsion rates.</p>	<p>According to CDE Ed Data, VOCS reported a 0% expulsion rate.</p>				<p>Maintain baseline of 0% expulsion rate.</p>
<p>Priority 6(c): Engagement</p> <p>School Climate: Other local measures on sense of safety and school connectedness.</p>	<p>A comprehensive safety plan will be updated and in place annually. 100% of VOCS staff will participate in safety training and safety drills.</p> <p>According to the 2020 annual survey, 84% of 4th-12th grade students reported feeling connected to VOCS, and 92% of staff and parents reported feeling valued by VOCS.</p> <p>Annual Survey results will report that at least 80% of stakeholders feel safe, while on campus.</p>				<p>By 2023-24 maintain a comprehensive safety plan, and 100% of VOCS staff participated in safety training and safety drills.</p> <p>Annual Survey results will report that at least 90% of stakeholders feel safe, while on campus.</p> <p>At least 25% of enrolled students will participate in an extra-curricular activity.</p> <p>At least 60% of students will report higher levels of engagement as reported on the</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>At least 20% of enrolled students will participate in an extra-curricular activity.</p> <p>At least 50% of students will report higher levels of engagement as reported on the Student Annual Survey.</p>				Student Annual Survey.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	School Pride and Connectedness	Socioeconomically disadvantaged students may struggle with engagement due to other daily conditions out of their control. VOCS will continue to make improvements to all sites bringing a sense of school pride and connectedness through school activities and enhancements to each site to help all students feel valued and welcomed.	\$20,000.00	Yes
2	Student Incentives	Socioeconomically disadvantaged students may struggle with engagement in school due to their lack of hope and/or optimism or their exposure to chronic stress. VOCS will continue to bring a sense of school pride and connectedness by providing incentives to students.	\$5,000.00	Yes
3	Emergency Supplies and Equipment	Purchase safety materials and equipment to supplement emergency supplies at each site.	\$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
4	Community Partnerships	Due to their environment, socioeconomically disadvantaged students may not have access to a variety of community partnerships. Therefore, VOCS will provide access to the vendor service program to all unduplicated pupils.	\$60,000.00	Yes
5	Part-time Counselor	To assist with school connectedness and giving priority to unduplicated students, provide academic planning and counseling with the help of a part-time counselor.	\$65,000.00	Yes

## Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
7.24%	\$688,893.00

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

### Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Valley Oaks Charter School (VOCS) was founded on respecting and valuing parent choice; giving parents a chance to tailor an education to fit their children's individual needs in a homeschool environment. VOCS serves approximately 1,092 Kern County students in five TK-8 programs and two High School programs, including 40% of our student population representing our LCFF unduplicated student count. To better serve our unduplicated pupils and all students attending VOCS, the following needs, conditions, and circumstances were assessed, especially for English Learners, Foster Youth, and Socioeconomically Disadvantaged students, in developing actions for the 2021-24 LCAP.

Goal #1 states: Students who graduate from VOCS will be prepared to enter a higher education and/or pursue a career path. Associated metrics for Goal 1 will include: Priority 1(b), Priority 4(b), 4(f), 7(a), and 8(a).

#### Academic Achievement Gaps and Survey Results

According to 2018-19 CAASPP results, the percentage that participated in and demonstrated college preparedness on EAP were ELA: 13% and Math: 1.43% for all students and ELA: 8% and Math: 0% for socioeconomically disadvantaged students. Additionally, the 2019-20 CA School Dashboard indicates 18% of all students were college/career ready, while 14.3% of socioeconomically disadvantaged were prepared. Lastly, according to the 2019 CA Dashboard, 32% of EL students are making progress towards English proficiency. No EL students were reclassified this school year.

Additionally, the 2019-20 CA School Dashboard indicates that 88% all students graduated, with 84.2% of socioeconomically disadvantaged graduating. Additionally, the 2019-20 CA School Dashboard shows 69.2% of all students met A-G completion with 80% of

socioeconomically disadvantaged students meeting the A-G completion. Finally, 2018-19 CAASPP results reported the percentage of pupils who participated in and demonstrated college preparedness on EAP were ELA: 13% and Math: 1.43%, with socioeconomically disadvantaged students scoring 8% in ELA and 0% in Math.

VOCS 2020-21 Annual Survey results indicated 99% of parent educators agreed/strongly agreed that VOCS staff responded quickly to parent phone calls, Remind text, and/or emails, and 84% of parent educators reported their student felt connected to VOCS during the pandemic. Additionally, the 2020-21 Annual Survey reported 98% of parent educators reported that VOCS demonstrates caring, concern, and high expectations for students in an environment that honors individual differences, and 84% of 4th-12th grade students reported feeling connected to VOCS.

#### TK-12 Supplemental Curriculum/Materials and Professional Learning

Goal 1 Action 1 and Action 2 provides supplemental curriculum and materials for VOCS staff to use with individual students for intervention and enrichment. This action also provides professional learning for VOCS staff to learn how to use some of the supplemental curriculum, as well as best standards based practices to support instruction. These actions are being continued from the 2017-2020 LCAP and has been proven to be effective based on the following data:

##### 2019 CA School Dashboard Growth:

ELA (Distance from Standard):

All Students (-32.3), Prior year (-32.8)- Growth of .5

Low Income (-42.9), Prior Year (-46)- Growth of 3.1

##### 2020 Graduation Rate:

All Students 88% (Increase of 4.7%)

Low Income 84.2% (Increase of 5%)

##### 2019 Graduation Rate:

All Students 83.3%

Low Income 79.1%

In consideration of the performance gaps and survey results, VOCS will accelerate student learning by maintaining or increasing the percentage of fully-credentialed staff, strengthening grade-level standards-based instruction, using targeted intervention and purposeful enrichment opportunities. Further, students will be supported by data analysis and a commitment to ongoing cycles of inquiry ensuring all students attain increasingly higher levels of achievement.

This action is intended to provide continued supplemental materials and staff development for staff to utilize the best research based practices with state standards. The action will also incorporate a school wide data system to be used to measure student progress on local assessments and provide supplemental classroom materials to support the core program when students struggle with academic standards. Additionally, it will enhance the students individualized learning plan and provide support to parent educators with their daily teaching.

By providing this action, it will be effective in meeting the goal of VOCS because staff will have the opportunity to continue learning common core grade level standards, support parent educators, and use data to analyze student learning. VOCS will measure the effectiveness of this action by utilizing local benchmark data, including STAR Renaissance, and state assessment results. While this action is a school wide action and all students will benefit from this, VOCS believes that this will close the achievement gap that exists with Foster Youth, English Learners, and Low-Income by increasing the rate of growth as outlined in our state priority metrics.

#### Academic Support, Technology, and CTE Art Teacher

Goal 1 Actions 6, 7, 8, 9, 10, 11, 12, and 13 provides additional academic supports for VOCS students with the help of instructional aides, technology support, online supplemental materials, a Career Associate, Tutors, and a CTE Art Teacher. These actions will continue to provide the supports needed to assist unduplicated students. Additionally, these actions are being continued from the 2017-2020 LCAP due to the following data:

##### 2019 CA School Dashboard Growth:

ELA (Distance from Standard):

All Students (-32.3), Prior year (-32.8)- Growth of .5

Low Income (-42.9), Prior Year (-46)- Growth of 3.1

##### 2020 Graduation Rate:

All Students 88% (Increase of 4.7%)

Low Income 84.2% (Increase of 5%)

##### 2019 Graduation Rate:

All Students 83.3%

Low Income 79.1%

##### 2019-20 CDE Dataquest:

26% of VOCS students graduated completing A-G programs

##### 2020 CA School Dashboard:

69.2% of all students met A-G completion

80% of socioeconomically disadvantaged students meeting A-G completion

##### 2020 CA School Dashboard:

0% of all students had a CTE pathway completion.

In consideration of this data, VOCS will identify students who are in danger of failing and evaluate current practices and provide academic support with the help of instructional aides, technology resources, online supplemental materials, a career associate, and tutors. Additionally, VOCS will continue to add to the CTE program with the addition of a CTE Art Teacher, giving priority to unduplicated students.

By providing these actions, it will be effective in meeting Goal 1, which states: Students who graduate from VOCS will be prepared to enter a higher education and/or pursue a career path. Supporting these actions gives VOCS staff and parent educators the opportunities to support VOCS students and student learning. VOCS will measure the effectiveness of these actions by utilizing local benchmark data, including STAR Renaissance, state assessment results, and survey results. While these actions will be school wide actions, and all students will benefit from this, VOCS believes that these actions will assist with closing the achievement gap that exists with Foster Youth, English Learners, and Low-Income by increasing the rate of growth as outlined in our state priority metrics.

Goal #2 states: All VOCS sites will strive to create and promote a safe, secure, and inclusive school environment that is accessible and conducive to student learning. Associated metrics for Goal 2 will include: Priority 3(a), Priority 3(b), Priority 3(c), Priority 5(a), Priority 5(b), Priority 5(c), 5(d), Priority 5(e), Priority 6(a), Priority 6(b), and Priority 6(c).

School Pride/Connectedness, Student Incentives, Community Partnerships, and Part-time Counselor

Goal 2 Action 1, 2, 4, and 5 provides opportunities and access for socioeconomically disadvantaged students to engage with VOCS and/or community partnerships to help with their daily conditions that may be out of their control. These actions are being continued from the 2017-2020 LCAP and have been proven to be effective based on the following data:

2019-20 CA School Dashboard Graduation Rate:

88% for all students

84.2% for socioeconomically disadvantaged students.

2019 CA School Dashboard Suspension Rate:

0% for all students

CDE Ed Data Expulsion Rate:

0% for all students

VOCS 2020 Annual Survey Results:

84% 4th-12th grade students reported feeling connected to VOCS

92% staff and parents reported feeling valued by VOCS

80% stakeholders feel safe, while on campus

20% enrolled students participated in an extra-curricular activity

50% students reported higher levels of engagement, as reported on the Student Annual Survey.



In consideration of the CA School Dashboard and Annual Survey results, VOCS will continue to provide opportunities for students to feel connected to VOCS and community partners in Kern County. Further, students will be supported by data analysis and the commitment to ongoing cycles of inquiry ensuring all students attain increasingly higher levels of achievement through these actions.

Additionally, these actions are intended to provide continued support for students utilizing the best research based practices of engagement strategies. These actions will also incorporate a school wide data system to be used to measure student progress on local assessments and provide supplemental classroom materials to support the core program when students struggle with academic standards.

By providing these actions, it will be effective in meeting the goal of VOCS because staff will be able to provide the opportunities to continue student engagement and support students with daily conditions that may be out of their control. VOCS will measure the effectiveness of these actions by utilizing local benchmark data and school wide survey results. While these actions will be school wide actions and all students will benefit from them, VOCS believes that this will close the engagement gap that exists with socioeconomically disadvantaged students by increasing the rate of growth as described in the annual surveys.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

VOCS will continue some actions from the 2017-2020 LCAP to support our foster youth, English learners, and low-income students. In addition to the actions and services being provided LEA-Wide or Schoolwide, the actions that are increased or improved include the EL resources, PD, Foster Youth Support, and staffing to support student need. Professional development learning opportunities in the area of CCSS and ELD will be continued to be offered to credentialed teachers and parent educators. This action has been proven to be effective based on achievement scores and participation rates on the STAR Renaissance assessments. Additionally, VOCS will work towards creating grade-level standard benchmarks, so that parent educators will have the tools to make sure their student(s) is making academic progress through the school year. These additional actions meet and/or exceed the totality of the required percentage increase as compared to all services for all students.

Extra tutors will also be continued to be hired to assist students needing target instruction in ELA and Math, giving priority to EL students, students with disabilities, and socioeconomically disadvantaged students. Additionally, benchmark assessments, written and oral assessments, and STAR Renaissance testing will be used throughout the school year to assess academic progress of our students. Additional actions and services will be considered in subsequent years if student results do not increase.

Additionally, educational strategies will also be further investigated by VOCS staff to assist parent educators implement strategies at home with their students, focusing on the areas of English Language Arts (ELA) and Mathematics. Parent educator workshops will continue to be developed and offered to help parent educators in the areas of English Language Arts, Math, EL strategies, especially for our students that struggle the most, which may include students with disabilities, EL students, and socioeconomically disadvantaged student groups.

Additional actions to support English Learner Resources and Professional Learning are:

Goal 1 Action 3 and Action 4 provides supplemental curriculum and materials for EL students to assist with the improvement of language acquisition. These actions will provide professional learning opportunities for VOCS teaching staff and parent educators related to EL resources and strategies. These actions are being continued from the 2017-2020 LCAP based on the following data:

2019 CA School Dashboard:

32% of VOCS students were making progress towards English language proficiency (19 students)

42% decreased at least one ELPI level, 26% maintained ELPI levels 1, 2L, 2H, 3L, and 3H

16% maintained ELPI level 4, and 16% EL students progressed at least one ELPI level.

2019-20 Dataquest, Annual Reclassification Counts and Rates Report:

2.6% of VOCS students were English Learners

5.3% were Fluent English Proficient students

7.1% were students redesignated Fluent English Proficient.

In consideration of the EL progress and reclassification rates, VOCS needs to provide additional professional learning dedicated to supporting English learners. This professional development will continue to provide an opportunity for VOCS teachers to review ELD standards, understand EL proficiency levels determine the difference between designated and integrated ELD, and review writing language objectives and academic conversations. VOCS teachers could then use this information to provide additional support to their English learners and their parent educators. A professional learning opportunity will be scheduled for fall 2021. Further, students will be supported by data analysis and a commitment to ongoing cycles of inquiry ensuring all students attain increasingly higher levels of achievement.

This action is intended to provide continued support for our EL students. The action will also incorporate a school wide data system to be used to measure student progress on local assessments and provide supplemental classroom materials to support the core program when EL students struggle with academic standards.

Additional action that supports Foster Youth are:

Goal 1 Action 5 provides additional support materials for Foster Youth and connects students with peer mentoring programs through KCSOS. This action also provides supplemental materials for VOCS staff and parent educators to assist our Foster Youth students. These actions are being continued from the 2017-2020 LCAP in case Foster Youth are enrolled in VOCS.

Serving Foster Youth is important to VOCS, so this action will continue, especially since it is intended to support Foster Youth students.

VOCS will also provide additional professional learning dedicated to supporting English learners. This professional development will provide an opportunity for VOCS teachers to review ELD standards, understand EL proficiency levels, determine the difference between designated and integrated ELD, and review writing language objectives and academic conversations. VOCS teachers could then use this information to provide additional support to their English learners and their parent educators.

Finally, many of our students were exceling under the guidance of our part-time counselor and career associate. Both positions will continue next year, along with hiring a full-time counselor and increasing our tutors to four. Based on stakeholder feedback, an additional layer of support for academic planning and counseling services is needed, so counselors and the career associate will provide that support. Along with tutors, VOCS will continue to offer incentives and improve the environment at all sites to help with school connectedness. Community partnerships will also continue to offer socioeconomically disadvantaged opportunities to participate in the vendor service program.

VOCS continues to implement a personalized learning experience for English learners, low income, Foster Youth, and Special Education students that is strategically integrated with their unique academic and socio-emotional needs. VOCS will continue to provide instruction that will challenges/meets the needs of all students to prepare them with 21st Century college and career-ready skills. Using data, raise/improve the levels of all student performances, including EL reclassification, to a high level of proficiency in CCSS and 21st Century learning through specifically designed interventions, enrichment, differentiated classroom instruction, project-based and blended learning, and parent education for all students, including VAPA (Visual and Performing Arts) and foreign language.

## Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$847,417.00	\$5,000.00			\$852,417.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$547,417.00	\$305,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	TK-12 Supplemental Curriculum/Materials	\$50,000.00				\$50,000.00
1	2	English Learners Foster Youth Low Income	Professional Learning	\$10,000.00				\$10,000.00
1	3	English Learners	English Learner Professional Learning	\$1,000.00				\$1,000.00
1	4	English Learners	English Learner Resources	\$3,000.00				\$3,000.00
1	5	Foster Youth	Foster Youth Support	\$1,000.00				\$1,000.00
1	6	English Learners Foster Youth Low Income	Instructional Aides	\$118,700.00				\$118,700.00
1	7	English Learners Foster Youth Low Income	Program Specialist	\$135,717.00				\$135,717.00
1	8	English Learners Foster Youth Low Income	Technology	\$80,000.00				\$80,000.00
1	9	English Learners Foster Youth Low Income	Technology Support	\$10,000.00				\$10,000.00
1	10	English Learners Foster Youth	Online Supplemental Resources	\$25,000.00				\$25,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	11	English Learners Foster Youth Low Income	Career Associate	\$73,000.00				\$73,000.00
1	12	English Learners Foster Youth Low Income	Tutors	\$100,000.00				\$100,000.00
1	13	English Learners Foster Youth Low Income	CTE Art Teacher	\$90,000.00				\$90,000.00
2	1	English Learners Foster Youth Low Income	School Pride and Connectedness	\$20,000.00				\$20,000.00
2	2	English Learners Foster Youth Low Income	Student Incentives	\$5,000.00				\$5,000.00
2	3	All	Emergency Supplies and Equipment		\$5,000.00			\$5,000.00
2	4	English Learners Foster Youth Low Income	Community Partnerships	\$60,000.00				\$60,000.00
2	5	English Learners Foster Youth Low Income	Part-time Counselor	\$65,000.00				\$65,000.00

## Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$847,417.00	\$847,417.00
<b>LEA-wide Total:</b>	\$847,417.00	\$847,417.00
<b>Limited Total:</b>	\$0.00	\$0.00
<b>Schoolwide Total:</b>	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	TK-12 Supplemental Curriculum/Materials	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,000.00	\$50,000.00
1	2	Professional Learning	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	\$10,000.00
1	3	English Learner Professional Learning	LEA-wide	English Learners	All Schools	\$1,000.00	\$1,000.00
1	4	English Learner Resources	LEA-wide	English Learners	All Schools	\$3,000.00	\$3,000.00
1	5	Foster Youth Support	LEA-wide	Foster Youth	All Schools	\$1,000.00	\$1,000.00
1	6	Instructional Aides	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: VOCS Tehachapi Site	\$118,700.00	\$118,700.00
1	7	Program Specialist	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$135,717.00	\$135,717.00
1	8	Technology	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$80,000.00	\$80,000.00
1	9	Technology Support	LEA-wide	English Learners Foster Youth	All Schools	\$10,000.00	\$10,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Low Income			
1	10	Online Supplemental Resources	LEA-wide	English Learners Foster Youth	All Schools	\$25,000.00	\$25,000.00
1	11	Career Associate	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: VOCS Bakersfield Site	\$73,000.00	\$73,000.00
1	12	Tutors	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$100,000.00	\$100,000.00
1	13	CTE Art Teacher	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$90,000.00	\$90,000.00
2	1	School Pride and Connectedness	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	\$20,000.00
2	2	Student Incentives	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	\$5,000.00
2	4	Community Partnerships	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$60,000.00	\$60,000.00
2	5	Part-time Counselor	LEA-wide	English Learners Foster Youth Low Income	7th-12th grade students	\$65,000.00	\$65,000.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		



# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[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 LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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 (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders 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 aspects of the LCAP template 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, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

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 should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders 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 stakeholder engagement tool.

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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

## Requirements and Instructions

**General Information** – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

**Reflections: Successes** – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

**LCAP Highlights** – Identify and briefly summarize the key features of this year's LCAP.

**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:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** 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:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## Stakeholder Engagement

### Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. 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 and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website:

<https://www.cde.ca.gov/re/lc/>.

### Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

#### **Local Control and Accountability Plan:**

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1:** “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

**Prompt 2:** “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are 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 desired 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 services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to stakeholders 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 should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders 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 should 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.

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.
- **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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

### ***Focus Goal(s)***

**Goal 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.

**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 stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

### ***Broad Goal***

**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.

**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***

**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 stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

**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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (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. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.



Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> .

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 self-reflection tool for local indicators within the Dashboard.

**Actions:** Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase 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 action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

**Actions for English Learners:** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

**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.

### **Goal Analysis:**

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This 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.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. 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 stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- 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.

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

### **Purpose**

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders 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.

### **Requirements and Instructions**

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

**Percentage to Increase or Improve Services:** Identify the 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).

**Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:** Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

**Required Descriptions:**

**For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.**

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

**Principally Directed and Effective:** An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

**COEs and Charter Schools:** Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

***Unduplicated Percentage > 55%:*** For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

***Unduplicated Percentage < 55%:*** For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

### **Actions Provided on a Schoolwide Basis:**

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

**For schools with 40% or more enrollment of unduplicated pupils:** Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

**For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:** Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

**“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”**

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. 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 included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

## Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant 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.
- **Increased / Improved:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- 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 K-5), 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".
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel:** This amount will be automatically calculated.
- **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).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.

- **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.