

# LCFF Budget Overview for Parents

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

CDS Code: 15101571530492

School Year: 2022-23

LEA contact information:

Deanna Downs

Director II

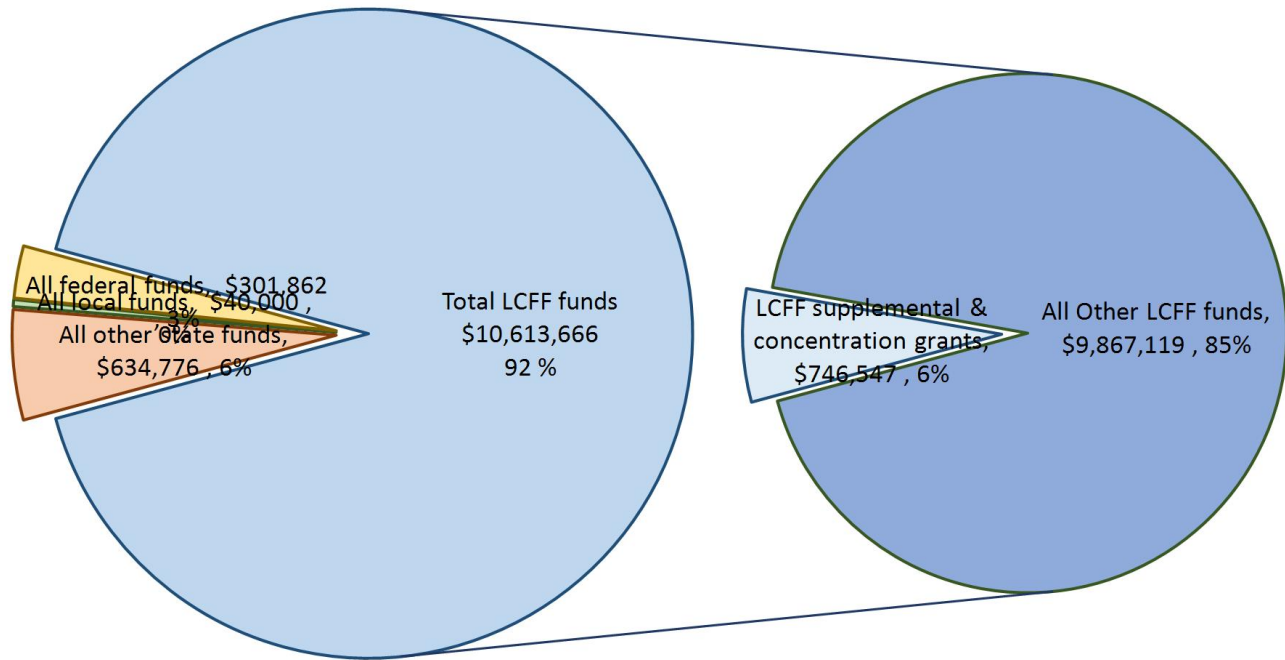
dedowns@kern.org

(661) 636-4428

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 2022-23 School Year

### Projected Revenue by Fund Source



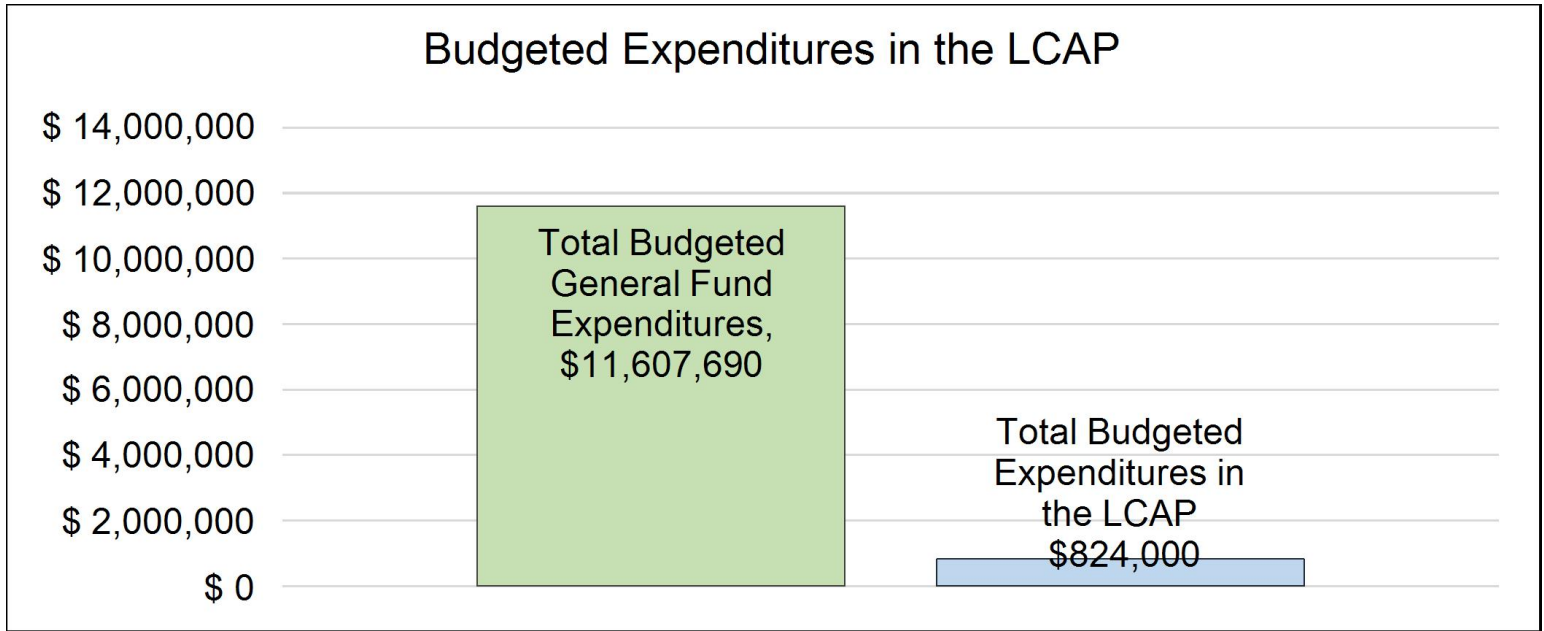
This chart shows the total general purpose revenue Valley Oaks Charter School (VOCS) expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Valley Oaks Charter School (VOCS) is \$11,590,304, of which \$10,613,666.00 is Local Control Funding Formula (LCFF), \$634,776.00 is

other state funds, \$40,000.00 is local funds, and \$301,862.00 is federal funds. Of the \$10,613,666.00 in LCFF Funds, \$746,547.00 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 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

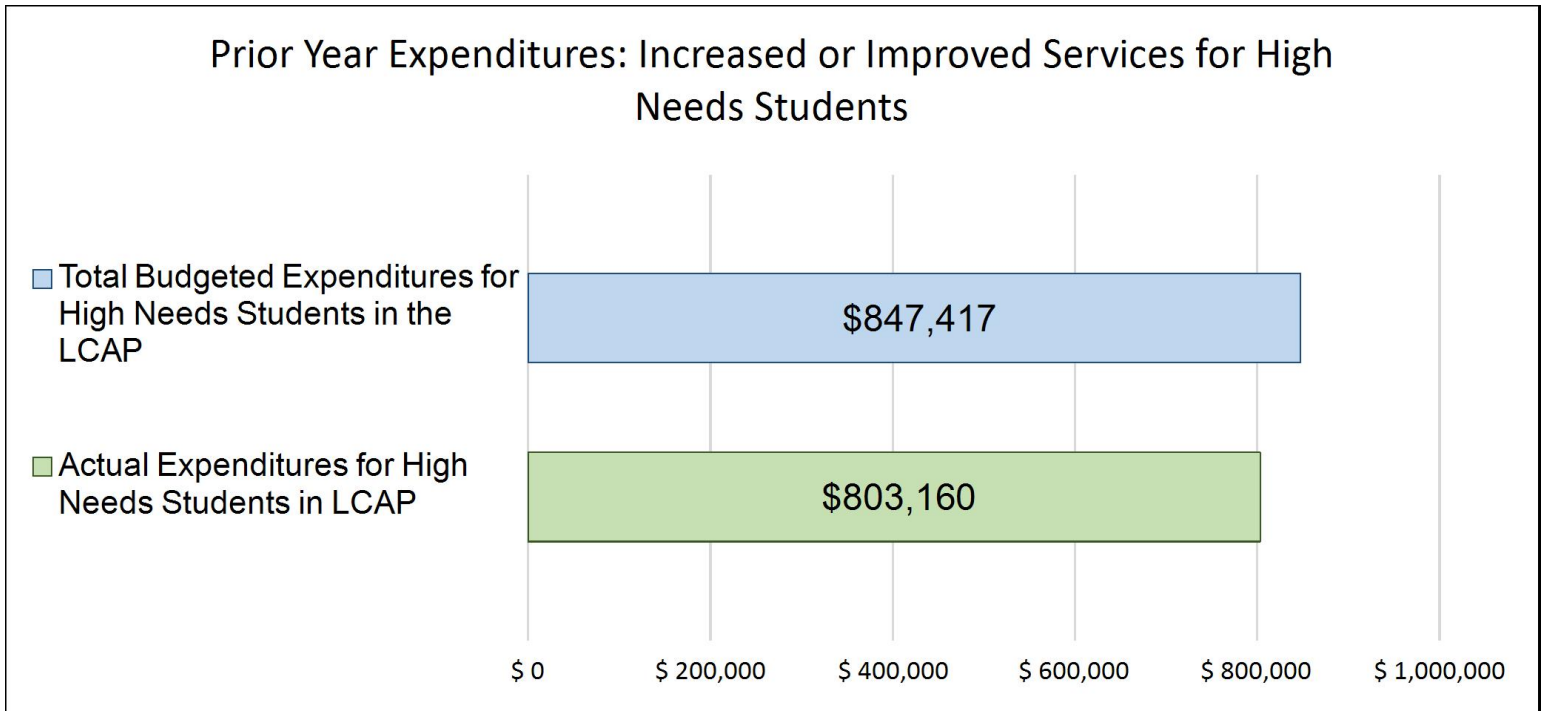
The text description of the above chart is as follows: Valley Oaks Charter School (VOCS) plans to spend \$11,607,690.00 for the 2022-23 school year. Of that amount, \$824,000.00 is tied to actions/services in the LCAP and \$10,783,690 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

## Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Valley Oaks Charter School (VOCS) is projecting it will receive \$746,547.00 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 LCAP. Valley Oaks Charter School (VOCS) plans to spend \$824,000.00 towards meeting this requirement, as described in the LCAP.

## LCFF Budget Overview for Parents

### Update on Increased or Improved Services for High Needs Students in 2021-22



This chart compares what Valley Oaks Charter School (VOCS) budgeted last year in the LCAP 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.

The text description of the above chart is as follows: In 2021-22, Valley Oaks Charter School (VOCS)'s LCAP budgeted \$847,417.00 for planned actions to increase or improve services for high needs students. Valley Oaks Charter School (VOCS) actually spent \$803,160.00 for actions to increase or improve services for high needs students in 2021-22.

# Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

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

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

Valley Oaks Charter School (VOCS) has received funds that were not included in the 2021-22 LCAP and included funds for the Expanded Learning Opportunity Grant and the Educator Effectiveness Block Grant. Below is a description of how VOCS engaged educational partners for the use of these funds.

## Expanded Learning Opportunity Grant

In the development of the Expanded Learning Opportunities (ELO) Grant Plan, Valley Oaks Charter School created a survey for all stakeholders. The ELO survey listed the supplemental and support strategies permitted to be implemented with the grant funding. Stakeholders were asked to specify which of the seven supplemental and support strategies should be given priority for funding and an option to select more than one was offered. Ninety-seven parents/guardians, credentialed teachers, classified staff members, and administrators participated in the survey.

Additionally, stakeholders were asked to offer suggestions for each supplemental and support strategies. After gathering the survey data, an ELO committee was created and included parents/guardians, teachers, and administrators. The ELO committee reviewed the survey results and provided additional input for the development of the ELO Plan. Based on the survey data and the committee input, the VOCS ELO plan will focus on adding academic services for students; extending instructional learning time; accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports; providing supports for credit deficient pupils; and training staff on strategies that engage students and families. A public meeting was held on May 17, 2021 to share the details of the grant, and the VOCS Governing Board approved the Expanded Learning Opportunity Grant on June 1, 2021.

## Educator Effectiveness Block Grant

In the development of the Educator Effectiveness Block Grant, VOCS created a survey for VOCS staff and asked for suggestions on the three top areas they thought should be the focus of this money. Based on results and survey suggestions, the Educator Effectiveness Block Grant Plan was created. A public meeting was held on November 8, 2021 to share the details of the grant, and the VOCS Governing Board approved the Educator Effectiveness Block Grant on December 1, 2021.

For both grants VOCS will continue to engage stakeholders on a yearly basis, so adjustments can be made to address the needs of the school.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Valley Oaks Charter School does not have an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent, so no additional funding has been added.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Throughout the LCAP development process, Valley Oaks Charter School (VOCS) receives input on a variety of school programs and services provided to students. Although VOCS did not receive one-time federal funds, the school will continue to engage all Educational Partners during the 2021-22 school year. Engagement opportunities may include town hall meetings, individual meetings, and/or surveys.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Valley Oaks Charter School does not receive ESSER III funding.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

Valley Oaks Charter School (VOCS) considers the LCAP to be the comprehensive planning document that captures the priorities, goals, and actions to improve student outcomes. As such, all additional funds received are viewed through the lens of the LCAP to determine where student needs exist and what services are needed to address those needs. 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
- Supplemental curriculum and materials to support all learners
- More devices and improved technological infrastructure, at all sites
- Trauma informed practices, training and implementation
- Additional staff and/or services for socio-emotional support
- Professional development and curriculum for English learners
- Add program and access to continue to grow the CTE program
- Maintain community partnerships throughout Kern County.
- Additional experiences for student success and leadership
- Early monitoring and interventions for potential graduates

## **Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year**

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

## Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

**Prompt 1:** “A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”



In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

**Prompt 3:** *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the

continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education  
November 2021

# 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 [2022-23]

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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 VOCS’ credentialed teachers, parent educators take the opportunity to teach lessons based on the child’s academic ability and style of learning in a homeschool environment. 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 at Valley Oaks Charter School. To assist parent educators 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, parent educators may choose to have their students participate in a variety of enrichment activities either on-site or by using our vendor service program.

VOCS’ 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. VOCS serves approximately 1,177 Kern County students in five TK-8 programs and two High School programs with 38% of our student population representing our LCFF unduplicated student count, including three foster youth and one homeless student. VOCS student population is made up of 62% white (725 students), 27% Hispanic (316 students), 5% Two or More Races (57 students) and 2% Asian (23 students). Additionally, VOCS student population is made up of 36% socioeconomically disadvantaged (422 students), 12% students with disabilities (139 students), and 2% English learners (24 students) as reported on CALPADS report 1.17.

Valley Oaks staff provides a safe and productive learning environment for all students. Our students participate in a variety of enrichment opportunities, club opportunities, and county competitions. Students may elect to participate in on-site 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. At VOCS, club opportunities may include drama club, dance club, film club, Random Acts of Kindness club, Choose Your Own Adventure club, Interact Club, and STEAM club. Interested students also have an opportunity to participate in county competitions including,

Battle of the Books, Bank of America Speech Contest, Oral Language, Science Fair, and Spelling Bee. VOCS also has an active student council that meets once a week to discuss student-identified school needs and student activities planned for the VOCS student body.

## 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 2021-22 school year, reviewing Valley Oaks Charter Schools' (VOCS) accomplishments on the state and local performance indicators (California Dashboard), monitoring local self-assessment tools, and gathering educational partners input, Valley Oaks Charter School 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). Due to the COVID-19 pandemic VOCS decided to administer the STAR Renaissance test in the 2020-21 and 2021-22 school years, so statewide assessment comparison data was not available. Additionally, 91% of VOCS 3rd-8th grade students participated in the STAR Renaissance assessment at least two times during the 2021-22 school year.

Based on educational partners input, VOCS is also extremely proud of the teamwork our staff exhibited throughout the year, which included working together to provide a strong program for our students and families given the new requirements of this school year. Core academic classes and enrichment classes were offered both in-person and on-line, and in-person activities at each site brought back the community feel that founded VOCS. With the addition of a new staff member to focus on the farm at the Bakersfield site, workshops and a welcoming atmosphere on the farm was created. Woodshop and construction classes were continued providing an opportunity for our students to learn about new trades. VOCS staff also established guidelines, so all students have a path for college and/or career readiness based on the state metrics and new CTE opportunities for our students were created.

Throughout the school year, educational partners had opportunities to be part of decisions about VOCS through surveys, meetings, and committees. Results from the 2021-22 Annual Educational Partners Survey indicated 95% of educational partners feel valued by VOCS as an important partner in our school. Additional results from the 2021-22 Annual Educational Partners Survey from parent educators include: 97% of parent educators agreed/strongly agreed that VOCS staff responded quickly to parent phone calls, Remind text, and/or emails; 95% of parent educators reported their student felt connected to VOCS; and 97% 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. VOCS students reported the following: 96% stated that VOCS provides access to technology, if needed; 92% feel VOCS maintains a positive school climate; 94% feel safe when at a VOCS campus; and 92% feel there is at least one adult at VOCS that can be reached for help, when needed.

With all of these accomplishments, VOCS has made progress towards identified LCAP goals. After a review of the successes identified with state, local, and educational partners feedback, VOCS plans to continue to focus on the two 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.

Although VOCS has had some areas of growth in the engagement and social and emotional support for our students and families, especially after the shutdown, VOCS acknowledges the need to continue spending our time and resources to improve student performance. Due to the COVID-19 pandemic CAASPP testing in 2020-2021 was not administered, so statewide assessment comparison data was not available and local data was used instead. 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, as well as year to year.

2019 CAASPP data shows that All Students (3rd-8th and 11th graders), school wide, averaged the following results: English Language Arts (ELA) - 41% of VOCS students meet or exceeds standards, while 35% of VOCS students did not meet grade-level standards. Mathematics - 22% of VOCS students meet or exceed standards, while 52% of VOCS students did not meet the standards. Overall performance levels were yellow in the following indicators: Mathematics, Graduation Rate, and College/Career. The overall performance level for ELA was orange. These indicators are found in four LCFF Priorities: Priority 1: Conditions for Learning; Priority 4: Pupil Outcomes/Pupil Achievement; Priority 7: Course Access; and Priority 8: Student Outcomes

Also, 2019 CAASPP data shows performance gaps between All Students and students with disabilities (SWD) where 75% of SWD students did not meeting the standards, while only 52% of All Students did not meet the standards in the area of mathematics. Additionally, socioeconomically disadvantaged (SED) students performed in the yellow level, while SWD performed in the orange performance level. Mathematics data also shows SED students and SWD both performed in the red performance level. Additionally, the CA School Dashboard indicates that 88% All Students graduated, with 84.2% of SED students graduating. Also, 69.2% of All Students met A-G completion with 80% of SED students meeting the A-G completion. Finally, the percentage of pupils who participated in and demonstrated college preparedness on EAP were ELA: 13% and Math: 1.43%, with SED students scoring 8% in ELA and 0% in Math. All of these indicators are found in four LCFF Priorities: Priority 1: Conditions for Learning; Priority 4: Pupil Outcomes/Pupil Achievement; Priority 7: Course Access; and Priority 8: Student Outcomes

2021-22 STAR Renaissance results were reported on KCSOS KiDS Essentials Dashboard and used as a local assessment this year. VOCS is finishing the onboarding process, so the professional learning training will be completed next year. The KiDS platform will be an additional layer of support for VOCS when looking at local data. For the 2021-22 school year, student groups not meeting the grade level benchmark scaled scores in grades 2nd - 8th were analyzed in the areas of reading and mathematics.

### 2021-22 STAR Renaissance Reading Results

Grade 2: Male and white student groups did not meet grade level benchmark scaled score  
Grade 3 SWD students did not meet grade level benchmark scaled score  
Grade 4 Male student groups did not meet grade level benchmark scaled score

Grade 5 All student groups met grade level benchmark scaled score  
Grade 6 SED students did not meet grade level benchmark scaled score  
Grade 7 SWD students did not meet grade level grade level benchmark scaled score  
Grade 8 All student groups met grade level benchmark scaled score

#### 2021-22 STAR Renaissance Mathematics Results

Grade 2: SED students was the only student group that met the grade level benchmark scaled score  
Grade 3: SED students did not meet the grade level benchmark scaled score  
Grade 4: Male student groups did not meet the grade level benchmark scaled score  
Grade 5: Female students did not meet the grade level benchmark scaled score  
Grade 6: EL and SED student groups did not meet the grade level benchmark scaled score  
Grade 7: SWD student groups did not meet the grade level benchmark scaled score  
Grade 8: EL students did not meet the grade level benchmark scaled score

As a result of the CAASPP and local data outcomes, VOCS will work on improving the performance gaps by maintaining the percentage of fully-credentialed staff, strengthening grade-level standards-based instruction, targeted intervention, especially in the area of mathematics and early literacy, and purposeful enrichment supported by data analysis and a commitment to ongoing cycles of inquiry ensuring all students attain increasingly higher levels of achievement. Professional learning opportunities (Goal 1: Action 1.8) were also available to all staff to provide additional support in all curricular and social and emotional areas. By doing this students who graduate from VOCS will be more prepared to enter a higher education and/or pursue a career path (Goal 1).

VOCS will also continue to work towards creating grade-level standard benchmarks (Goal 1: Action 1.1), so that parent educators will have the tools to ensure their student(s) is making academic progress through the school year, especially when using parent selected curriculum materials. Extra tutors (Goal 1: Action 1.5) will continue to assist students needing target instruction in mathematics and ELA, giving priority to 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 VOCS students.

Additionally, educational strategies, supplemental curriculum/materials (Goal 1: Action 1.1), and technology supports (Goal 1: Action 1.2) will be continued to be investigated and purchased by VOCS to assist parent educators implement strategies in their homeschool environment, focusing on the areas of mathematics and ELA. Parent educator workshops (Goal 1: Action 1.8) focusing on mathematics and early literacy will be developed and delivered, which will provide an extra layer of support to the parent educators, especially for our students with unique needs. Also, engagement and connectedness opportunities will continue to be a top priority and want for VOCS staff, students, and families, especially as we return to in-person activities. Therefore, incentives, school improvements, and community partnerships will continue (Goal 2: Action 2.2 and 2.3).

Finally, according to staff, students, and parent educators, many of our students excelled under the guidance of our part-time counselor (Goal 2: Action 2.1), career associate (Goal 1: Action 1.4), and full-time counselor (Goal 1: Action 1.3). Based on educational partners

feedback this additional layer of support for academic planning and counseling services assisted students and families, so all of those positions will continue next year, along with maintaining the number of tutors at each site. Supports will also be provided, as needed, to our EL students and foster students (Goal 1: Action 1.6 and 1.7). Additional actions and services will be considered in subsequent years if student results do not increase or improve.

## 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 educational partners, consensus was that in order to ensure a charter renewal in five years the following two goals will continue to be the focus for the next two 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.

A review of the needs, conditions, and circumstances of our socioeconomically disadvantaged students and all students were considered when developing Goal 1, especially in the area of mathematics. After gathering input from all educational partners, Valley Oaks Charter School 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. Other key features VOCS 2022-23 LCAP - Goal 1 include:

Providing supplemental instructional/intervention materials, curriculum, and software to personalize and improve student learning for socioeconomically disadvantaged students, Foster Youth, and English Learners;

Providing a reliable and secure digital network to continually enhance and improve VOCS instructional program, available resources, and staff productivity; and to enhance learning for socioeconomically disadvantaged students, Foster Youth, and English Learners;

Hiring a full-time counselor to provide academic counseling and support to students, especially SED students and Foster Youth students, so all students have a path for college, career and/or life after high school readiness, which may include A-G requirements, CTE courses, and/or life skills and assist with graduation rates;

Providing a career associate to assist students with their individual learning plans based on student's plan for life after high school, giving priority to students with unique needs; and identify students who are in danger of failing to provide referrals to the Student Support Team for targeted support;

Working with VOCS teaching staff, tutors will provide targeted support and tutoring sessions to students who are in danger of failing, giving priority to SED and EL students, especially to students not meeting the standards in CAASPP in the area of mathematics and ELA;

Providing supplemental EL curriculum, materials, and on-line resources, as needed, to improve language acquisition, along with offering professional learning opportunities to VOCS teaching staff and parent educators related to EL resources and strategies to support EL students;

Providing additional support materials, as needed, for foster youth students and connect students with peer mentoring programs within KCSOS, along with provide transitional living skills and;

Offering professional development/learning opportunities for VOCS staff and parent educators in all content areas, especially in the areas of mathematics and early literacy, to improve academic progress, specifically with SED students.

Also, 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 to promote school connectedness. After gathering input from all educational partners and reviewing of the needs, conditions, and circumstances of our socioeconomically disadvantaged students and all students, it was determined that Goal 2 will continue to be a priority. VOCS believes the actions within this goal will assist our socioeconomically disadvantaged students to feel safe, secure, and connected to the school. Other key features VOCS 2022-23 LCAP - Goal 2 include:

Providing a part-time counselor to continue counseling at VOCS sites to support student's social-emotional needs by conducting risk-assessments, providing case management, and offering individual and group support, giving priority to unduplicated pupils;

Offering student incentives and making school improvements to help SED students and all students feel valued and welcomed at VOCS, bringing a sense of school pride and connectedness through school activities and enhancements;

Continuing to provide access to the VOCS Vendor Service Program to SED students to support community partnerships between VOCS students and local businesses throughout Kern County.

## **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.

# Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Engaging educational partners is a priority for Valley Oaks Charter School and it is what makes our school so successful. VOCS continues to consider all input shared by educational partners in regards to our goals and identified needs and recognizes that not all expressed needs can be addressed in the LCAP due to limited LCFF resources. Due to the nature of our school, communication with educational partners is done regularly with VOCS staff and administration. In the development process of the 2022-23 LCAP, Valley Oaks Charter School received input on a variety of the programs and services. Throughout the school year, educational partners had the opportunity to review progress, provide input, and support the implementation of actions through meaningful feedback. The VOCS principals met monthly to gather input using surveys that were sent out three times during the 2021-2022 school year, monthly school site and virtual meetings with parent educators, students, staff, and the VOCS Governing Board. The VOCS Governing Board met on May 23, 2022 and May 31, 2022 to collect additional feedback and to approve the 2022-2023 LCAP.

A summary of the feedback provided by specific educational partners.

VOCS TK-12 Parents: Parent participation continues to be high and is appreciated by VOCS. Being back on-site/in-person, facilitated opportunities for parent educators to share their thoughts, ideas, and needs. 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, attending in-person/virtual table meetings, attending in-person/virtual scheduled appointments, attending virtual Town Hall meetings, responding to Parent Square announcements, sending emails, and/or making phone calls. Parent Educators also had opportunities to share input at monthly individual table meetings, VOPTAC meetings held monthly, Governing Board meetings held six times throughout the school year, at the spring Town Hall meeting, and through emails and phone calls. Since VOCS has 23 EL students (2% of student population) an ELPAC Committee is not needed.

Parent Educators suggestions, from the 2022-22 LCAP Educational Partners Survey, pertaining to LCAP Goal 1 include: Keep the Jr. High Academy offering math and writing classes, continue parent workshops, maintain parent choice and special order curriculum, continue bringing back in-person opportunities, suggest more options for students wanting to enter directly into the workforce after high school, prepare students not wanting to go to college for life after high school (real-life skills), send communication to families using one platform, and continue tutoring and counseling opportunities for students. Parent Educators suggestions, from the 2022-22 LCAP Educational Partners Survey, pertaining to LCAP Goal 2 include: As Covid-19 changes, go back to the "old ways" and bring back a welcoming feel for parent educators when on-site, continue adding in-person opportunities on site, remove the word inclusive from the goal language, teach to be kind to everyone without singling out a student group, and continue the vendor service program.

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. Weekly ASB meetings and monthly Interact meetings were open to all students and was a place students could share their input and/or needs with VOCS staff and administration. Student suggestions from the 2022-22 LCAP Educational Partners Survey include: Offer TIG welding in the advanced welding

classes, better communication between school and home, longer lunches and better food, make school activities (i.e. prom/dances) "extreme", more assistance and clarification for independent study classes, more student driven/non-academic clubs based on student wants, and classes/info to help with bullying and racism.

**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 also had opportunities to share input at VOPTAC meetings held monthly, Governing Board meetings held six times throughout the school year, and at the spring Town Hall meeting. Suggestions for next year include: Continue adding CTE opportunities, so that all students have access to completing a pathway, boost school spirit to engage more students on-site, continue providing counselors/tutors to help with struggling students, continue creating individual learning plans based on student's plan for life after high school, continue parent workshops and induction program for new families, and bring back parent educator committees to help plan school events.

**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 classified staff also had opportunities to share input at VOPTAC meetings held monthly, Governing Board meetings held six times throughout the school year, and at the spring Town Hall meeting. Suggestions for next year include: Adding parent educator committees to help with school events and improving communication between the front office and VOCS teachers.

**VOCS Principals/Administrators:** Principals/Administrators met twice a month to talk about needs for the school and share any concerns delivered by VOCS staff, students, and/or parent educators. Additionally, principals/administrators also had opportunities to share input at VOPTAC meetings held monthly, Governing Board meetings held six times throughout the school year, and at the spring Town Hall meeting. Suggestions for next year include: Provide professional development opportunities for targeted interventions for ELA, mathematics, and EL/foster support, continue to provide in-person opportunities for students and parent educators, keep counselors, tutors, and the career associate to provide support to students, maintain mission of parent choice including parent selected materials, continue to provide special order curriculum and technology support, and continue offering the vendor service program and student incentives.

**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. SELPA Administration met with VOCS on May 3, 2022 to discuss the successes and concerns found during the special education plan process. These successes and concerns were brought up during in-person/virtual meetings at and are being addressed. SELPA Administration provided feedback, including continuing to focus on grade-level bands/support to help more students, including SWD students. Additionally, continue to ensure that VOCS is the right educational setting, especially for SWD students and helping parent educators find a new educational setting when a student is not making academic progress.

**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) and Kern High School District for our high school

students. Lastly, VOCS continued to partner with local businesses throughout Kern County to support the Vendor Service Program, including Buena Vista Museum.

Bargaining Units: VOCS met with the bargaining units on May 23, 2022 and shared the current LCAP. Input was gathered from these educational partners and added to the new plan. Suggestions included: Paying credentialed staff to act as club advisors to help with student engagement and offer a vendor/career fair for high school students.

#### A description of the aspects of the LCAP that were influenced by specific input from educational partners.

After sharing data and collaborating with all educational partners VOCS found several themes, which influenced the development of the 2022-23 LCAP. VOCS also recognizes the hard work that has gone into providing the instructional/supplemental materials, intervention strategies, and guidance needed to reinforce the importance of academic growth for all of our students. Valley Oaks is a unique school where the majority of the teaching is done in the home by our parent educators, so providing supports and opportunities for parent educators to assist them with this task is the highest priority to VOCS. Aspects of the 2022-23 LCAP that were influenced by the educational partners input include:

Parent Educators identified a need to continue the special order curriculum program to support student individual needs (Goal 1: Action 1.1), along with continuing parent workshops (Goal 1: Action 1.8). Additionally, parent educators identified a need to provide options for students wanting to enter directly into the workforce after high school, along with providing options for students that want to enter college after high school (Goal 1: Action 1.3 and 1.4). Continuing counseling opportunities for students was considered a necessity for parent educators as well (Goal 2: Action 2.1). Parent educators would also like to see in-person activities brought back and continued to help with school pride and connectedness (Goal 2: Action 2.2). Lastly, parent educators would like to see the vendor service program continue next year (Goal 2: Action 2.3).

VOCS students identified a need to have better communication between school and home to improve school connectedness, along with improving school activities that are held on-site (Goal 2: 2.2). Additionally, students identified a need to have more student driven/non-academic clubs based on student needs and wants. (Goal 2: Action 2.2) Also, more assistance and clarification is needed for independent study classes, along with classes/info to help with bullying and racism. (Goal 1: Action 1.5 and Goal 2: Action 2.1)

VOCS certificated and classified staff identified the need to continue providing counselors and tutors to help with struggling students both academically, especially in mathematics and early literacy, and socially and emotionally. (Goal 1: Action 1.3, 1.5 and Goal 2: Action 2.1). VOCS staff would also like to see the career associate continue next year to assist with student individual learning plans based on student's plan for life after high school (Goal 1: Action 1.4). VOCS staff also identified a need to boost school spirit to engage more students on-site (Goal 2: Action 2.2), along with continue parent workshops and induction program for new families (Goal 1: Action 1.8).

VOCS Principals/Administrators identified a need for professional development opportunities/parent educator workshops to include targeted interventions for ELA (specifically early literacy), mathematics, and EL/foster support (Goal 1: Action 1.6, 1.7, and 1.8).

Principals/Administrators also see the necessity to continue providing counselors and tutors to help with struggling students both academically, especially in mathematics and early literacy and socially and emotionally. (Goal 1: Action 1.3, 1.5 and Goal 2: Action 2.1). Additionally, being able to maintain VOCS mission of parent choice, including parent selected materials and technology support was identified by principals and administrators (Goal 1: Action 1.1 and 1.2). Lastly, administration identified community partnerships and student incentives a necessity at VOCS (Goal 2: Action 2.2 and 2.3) to help with school connectedness and school spirit.

# 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, especially in the area of mathematics. Valley Oaks Charter School believes the actions within this goal will assist our SED students to be prepared to enter a higher education and/or pursue a career path. VOCS will prepare students to succeed in college and career by supporting differentiated learning models, including on-line courses, to respond to the needs of diverse learners as well as promote opportunities for targeted intervention, remediation, acceleration, and access to a broad course of study. VOCS continued data collection and analysis will allow staff and parent educators to monitor and adjust individualizes student learning plans as needed to achieve this goal.</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 2(A), Priority 4(b), 4(f), 7(a), and 8(a).</p>

An explanation of why the LEA has developed this goal.

2019 CAASPP data shows that All Students (3rd-8th and 11th graders), school wide, averaged the following results: English Language Arts (ELA) - 41% of VOCS students meet or exceeds standards, while 35% of VOCS students did not meet grade-level standards. Mathematics - 22% of VOCS students meet or exceed standards, while 52% of VOCS students did not met the standards. Overall performance levels were yellow in the following indicators: Mathematics, Graduation Rate, and College/Career. The overall performance level for ELA was orange. These indicators are found in four LCFF Priorities: Priority 1: Conditions for Learning; Priority 4: Pupil Outcomes/Pupil Achievement; Priority 7: Course Access; and Priority 8: Student Outcomes

Also, 2019 CAASPP data shows performance gaps between All Students and students with disabilities (SWD) where 75% of SWD students did not meeting the standards, while only 52% of All Students did not meet the standards in the area of mathematics. Additionally, socioeconomically disadvantaged (SED) students performed in the yellow level, while SWD performed in the orange performance level. Mathematics data also shows SED students and SWD both performed in the red performance level. Additionally, the CA School Dashboard indicates that 88% All Students graduated, with 84.2% of SED students graduating. Also, 69.2% of All Students met A-G completion with 80% of SED students meeting the A-G completion. Finally, the percentage of pupils who participated in and demonstrated college preparedness on EAP were ELA: 13% and Math: 1.43%, with SED students scoring 8% in ELA and 0% in Math. All of these indicators are found in four LCFF Priorities: Priority 1: Conditions for Learning; Priority 4: Pupil Outcomes/Pupil Achievement; Priority 7: Course Access; and Priority 8: Student Outcomes

VOCS student achievement data demonstrates a need to increase the academic performance of all students in meeting or exceeding grade level standards, especially in the area of mathematics and ELA. Input from educational partners also identified a need to implement an

individualized instructional program for each student, while supporting parent educators to meet the needs of all students. Specifically, feedback was given related to the additional needs in supporting SED and SWD students who are struggling in mathematics and early literacy. VOCS will accelerate student learning by maintaining the percentage of fully-credentialed staff and strengthening grade-level standards-based instruction and targeted intervention, especially in the area of mathematics and early literacy. Purposeful enrichment opportunities, supported by data analysis and a commitment to ongoing cycles of inquiry, will ensure 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.</p> <p>Additionally, 5% of VOCS high school teachers were CTE certified.</p>	<p>According to 2021 CALPADS, 100% of VOCS' teachers are appropriately assigned and fully credentialed for assignment.</p> <p>According to local data, 12% of VOCS high school teachers are CTE certified, which includes CTE teachers from KHSD.</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>According to the School Accountability Report Card, 100% of VOCS' students have access to standards-aligned curriculum and instructional materials.</p>			<p>Maintain baseline of 100%.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<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 "Good" as reported on the FIT report.</p>	<p>All facilities had an overall rating of "Good" on the FIT report.</p>			<p>Maintain baseline of "Exemplary".</p>
<p>Priority 2(a): Conditions for Learning</p> <p>Implementation of State Standards: 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>According to local data, 91% of parent educators use the 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: Programs/Services to enable English Learners access to CCSS and ELD standards for the</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</p>	<p>According to local data, 32% of EL Parent Educators attended at least one parent workshop.</p> <p>According to observation data, 100% of our English Learners have access</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</p>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
purposes of gaining academic content knowledge and English language proficiency.	data, shows that 100% of our English Learners have access to CCSS and ELD standards.	to CCSS and ELD standards.			access to CCSS and ELD standards.
Priority 4(a): Pupil Outcomes  Pupil Achievement: Statewide Assessments (ELA&Math).	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,  34% of VOCS students do not meet grade-level standards  36% of SED students met or exceeded standard  Math - 22% of VOCS students meet or exceed standards  52% of VOCS students have	CAASPP was not administered in Spring 2021. The most updated state data is from 2019.  2022 local data reports 91% of VOCS 3rd-8th grade students participated in STAR Renaissance at least two times.  2022 local data also reports 0% of VOCS high school students participated in Edmentum testing because STAR Renaissance was used instead. 70% of high school students participated in STAR Renaissance testing.			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.  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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>consistently not met the standards</p> <p>13% of SED students met or exceeded standard</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>2019 CA School Dashboard Math data shows socioeconomically disadvantaged students and students with disabilities performed in the red level.</p> <p>2019 California Science Test (CAST)</p> <p>33% of All students met or exceeded standard</p>				<p>students with disabilities.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	26% of SED students met or exceeded standard				
<p>Priority 4(b): Pupil Outcomes</p> <p>Pupil Achievement: Percentage of pupils that have successfully completed A-G Requirements.</p>	<p>According to the 2019-20 CDE Dataquest, 26% of VOCS students graduated completing A-G requirements.</p> <p>2020 CA School Dashboard shows 69.2% of all students met A-G requirements with 80% of socioeconomically disadvantaged students meeting A-G requirements.</p>	<p>2020-21 CDE Dataquest reports 24% of VOCS students graduated completing A-G programs</p> <p>2021 CA School Dashboard reports 24% of all students completed A-G requirements with 17% of socioeconomically disadvantaged students meeting A-G requirements.</p>			<p>By 2023-24, the percentage of pupils completing A-G requirements will increase by 5% as reported on CDE Dataquest.</p> <p>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 requirements.</p>
<p>Priority 4(c): Pupil Outcomes</p> <p>Percentage of pupils that have successfully completed CTE pathways.</p>	<p>According to the 2020 CA School Dashboard, 0% of all students had a CTE pathway completion.</p>	<p>2021 CA School Dashboard reports 3% of all students completed a CTE pathway.</p>			<p>By 2023-24, at least 5% of all students will have completed a CTE pathway completion as reported on the CA School Dashboard.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Priority 4(d): Pupil Outcomes</p> <p>Percentage of pupils who have successfully completed both 4(b) and 4(c).</p>	<p>According to the 2019-20 CDE Dataquest and CA School Dashboard, 13% of all students successfully completed Priority 4(b) and 4(c).</p>	<p>2021 CA School Dashboard reports 0% of all students completed A-G requirements and a CTE pathway.</p>			<p>By 2023-24, at least 15% of all students will have successfully completed Priority 4(b) and 4(c) as reported on either the CDE Dataquest and CA School Dashboard.</p>
<p>Priority 4(e): Pupil Outcomes</p> <p>Pupil Achievement: Percentage of EL pupils making progress toward English proficiency as measured by ELPAC.</p>	<p>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% maintained ELPI level 4, and 16% EL students progressed at least one ELPI level.</p>	<p>CA School Dashboard for 2020-21 does not have ELPI calculation due to COVID-19 suspension; however, VOCS Overall Performance for All Students reported:  Level 4 = 23.81%  Level 3 = 42.86%  Level 2 = 19.05%  Level 1 = 14.29%</p>			<p>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 School Dashboard.</p>
<p>4(f): Pupil Outcomes</p> <p>Pupil Achievement: English Learner reclassification rate.</p>	<p>According to the 2019-20 Dataquest, Annual Reclassification Counts and Rates</p>	<p>2020-21 Dataquest reports: Annual Reclassification Counts and Rates Report, 2.% of VOCS</p>			<p>By 2023-24, more than one of VOCS EL students that are continuously enrolled will be reclassified.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Report, 2.6% of VOCS students were English Learners, 0.8% were Initial Fluent English Proficient, and 5.3% were Fluent English Proficient students.	students were English Learners, 1.0% were Initial Fluent English Proficient, and 3.6% were Fluent English Proficient students.			
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.	2021 CALPADS reports VOCS had 0% of students participating in the AP program.			By 2023-24, at least 3% of VOCS high school students will take an AP course.
Priority 4(h): Pupil Outcomes  Pupil Achievement: Percentage of pupils who participate in and demonstrate college preparedness on EAP.	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%.	CAASPP was not administered in Spring 2021.  EAP not available from Spring 2021			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.
Priority 7(a): Conditions for Learning  Course Access: Extent to which pupils have access to and are enrolled in a broad	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	According to the CA School Dashboard, VOCS provided 100% access to a broad course of study to all students as defined by EC51210/512220.			Maintain baseline of 100% access to a broad course of study.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
course of study (EC 51210/51220).	students as defined by EC51210/512220.				
Priority 7(b): Conditions for Learning  Course Access: Extent to which pupils have access to and are enrolled in programs/services for unduplicated pupils.	According to 2020-21 local school data, 34% of unduplicated pupils participated in the vendor service program.	According to local data, 34% SED students participated in the vendor service program.			By 2023-24, at least 50% of unduplicated pupils will participate in vendor services.
Priority 7(c): Conditions for Learning  Course Access: Extent to which pupils have access to and are enrolled in programs/services for pupils with exceptional needs.	According to 2020-21 local school data, 7% of pupils with exceptional needs participated in vendor services	According to local data, 15% of pupils with exceptional needs participated in vendor services.			By 2023-24, at least 25% of pupils with exceptional needs will participate in vendor services.
Priority 8(a): Pupil Outcomes  Other Student Outcomes: Pupil outcomes in subjects described in 51210/51220 (EX:	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.	2022 local data reports 91% of VOCS 3rd-8th grade students participated in STAR Renaissance at least two times.			By 2023-24, at least 95% of VOCS 3rd-8th grade students will participate in STAR Renaissance testing.  By 2023-24, at least 88% of VOCS high

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CBM metrics, Physical Fitness Testing, various participation rates etc.)	<p>2019 local data shows that 88% of VOCS high school students participated in at least two Edmentum Benchmark Testing.</p> <p>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.</p>	<p>2022 local data reports 0% of VOCS high school students participated in Edmentum testing because STAR Renaissance was used instead. 70% of high school students participated in STAR Renaissance testing.</p> <p>Local survey data results showed 72% of TK-8 parent educators reported using "I Can Do" lists to help guide their instructional day.</p>			<p>school students will participate in either Edmentum benchmark testing or STAR Renaissance testing.</p> <p>By 2023-24, at least 95% of TK-8 Parent Educators will follow curriculum maps and/or "I Can Do" lists that follow the CCSS standards to help guide the instructional day.</p>

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	TK-12 Supplemental Curriculum/Materials	Provide supplemental instructional/intervention materials, curriculum, and software to personalize and improve student learning for socioeconomically disadvantaged students, Foster Youth, and English Learners.	\$75,000.00	Yes
1.2	Technology Support	Provide a reliable and secure digital network to continually enhance and improve VOCS instructional program, available resources, and	\$90,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		staff productivity; and to enhance learning for socioeconomically disadvantaged students, Foster Youth, and English Learners.		
<b>1.3</b>	Full-Time Counselor	A full-time counselor will provide academic counseling and support to unduplicated students to help students that graduate from VOCS be prepared for life after high school, as stated in Goal One. All students will then have a path for college, career and/or life after high school readiness, which may include A-G requirements, CTE courses, and/or life skills and assist with graduation rates.	\$146,000.00	Yes
<b>1.4</b>	Career Associate	A career associate will assist with student individual learning plans based on student's plan for life after high school, giving priority to students with unique needs, and identify students who are in danger of failing to provide referrals to the Student Support Team for targeted support.	\$77,000.00	Yes
<b>1.5</b>	Tutors	Working with VOCS teaching staff, tutors will provide targeted support and tutoring sessions to students not meeting the standards in CAASPP in the area of mathematics and ELA and/or who are in danger of failing. Tutors will evaluate current practices and provide academic support, giving priority to socioeconomically disadvantaged students and EL students.	\$85,000.00	Yes
<b>1.6</b>	English Learner Support	Supplemental EL curriculum, materials, and on-line resources will be purchased and provided, as needed, to improve language acquisition, along with professional learning opportunities to VOCS teaching staff and Parent Educators related to EL resources and strategies to support EL students.	\$5,000.00	Yes



Action #	Title	Description	Total Funds	Contributing
1.7	Foster Youth Support	Purchase additional support materials for foster youth students and connect students with peer mentoring programs within KCSOS, along with provide transitional living skills, as needed.	\$1,000.00	Yes
1.8	Professional Learning	Provide professional development/learning opportunities for VOCS staff and parent educators in all content areas, especially in the areas of mathematics and early literacy, to improve academic progress, specifically with SED students.	\$10,000.00	Yes
1.9	Program Specialist	Program Specialist will assist students by supporting VOCS general education staff to make sure students are making academic progress towards their individualized learning plans.	\$140,000.00	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.

Goal One is designed to provide teaching and learning opportunities to meet the needs of each student through the collaborative work of VOCS staff and parent educators. Many of our Goal One actions were implemented as planned and found to be effective for increasing or improving services for students, especially for our SED students; however, a few were not feasible during the 2021-2022 school year. Professional Learning continues to be a focus, but with the free opportunities online, staffing shortages, and other barriers caused by the pandemic, there were fewer opportunities for staff to participate. Additional money for supplemental curriculum/materials was needed to meet the individual needs of VOCS students, as well as a large increase in online supplemental support to help our students with credit recovery. With the increased demand for technology, VOCS was able to purchase additional Chromebooks and supplemental online curriculum with supplemental and concentration funds, along with one-time grant monies to ensure VOCS could meet the needs of all students. Additionally, VOCS was able to use one-time grant money to hire additional Instructional Aides and tutors to assist students in need of acceleration and/or more support. With the help of counselors, tutors, and a career associate, VOCS will continue to provide opportunities for targeted intervention sessions, remediation, acceleration, and access to a broad course of study to all students. VOCS will also continue to review the needs, conditions, and circumstances for unduplicated student, and all students were considered when developing this goal, especially in the area of mathematics and early literacy.

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

Action 1 (TK-12 Supplemental Curriculum/Materials): More funds were needed to meet the needs of VOCS students/families curriculum and materials.

Action 2 (Professional Learning): Not all funds were needed because professional development costs were lower than expected and free opportunities were utilized.

Action 3 (English Learner Professional Learning): No funds were used due to free opportunities provided by KCSOS.

Action 4 (English Learner Resources): Additional funds were needed for on-line supplemental materials.

Action 5 (Foster Youth Support): No funds were used due to supports and materials already at VOCS.

Action 6 (Instructional Aides): Not all funds were used because the two positions were partially vacant during the 2021-22 school year.

Action 7 (Program Specialist): Additional funds were needed due to salaries/benefits.

Action 8 (Technology): Not all funds were needed because funds from grant funding assisted with technology this year.

Action 9 (Technology Support): No funds were used due to free opportunities provided by KCSOS.

Action 10 (Online Supplemental Resources): Additional funds were needed due to the increase of students who are in need of acceleration and/or in need of more support.

Action 11 (Career Associate): Additional funds were needed due to salaries/benefits.

Action 12 (Tutors): Not all funds were needed because funds from grant funding assisted with hiring tutors this year.

Action 13 (CTE Art Teacher): Additional funds were needed due to salaries/benefits for the 2021-22 school year.

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

Action 1 (TK-12 Supplemental Curriculum/Materials), & Action 2 (Professional Learning): 2022 Local Survey reports that 41.1% of all families participate in the VOCS Supplemental Curriculum Program and 51.8% of VOCS parents attended one or more parent workshops.

Action 3 (English Learner Professional Learning) & Action 4 (Resources): CA School Dashboard for 2020-21 does not have ELPI calculation due to COVID-19 suspension; however, VOCS Overall Performance for All Students reported:

Level 4 = 23.81%

Level 3 = 42.86%

Level 2 = 19.05%

Level 1 = 14.29%

Action 11 (Career Associate): 2021 Local Survey reports that 90% of all families believe that VOCS provides students with a strong foundation for their future college and/or careers.

Action 12 (Tutors): 2020-2021 Star Ren scores report that 63% of all students are reading At/Above benchmark, with 29% of EL and 54% of SED students reading At/Above benchmark. 2020-2021 Star Ren Math scores report that 60% of all students math scores are At/Above benchmark, with 67% of EL students and 47% of SED scoring At/Above for math.

Based on the analysis of these results, VOCS believes actions are showing to be effective in making progress towards the goal.

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.

After consulting with educational partners, the greatest change to this goal will be with the actions. It was determined that some actions could be combined (Action 1 and Action 10, Action 3 and Action 4, and Action 8 and Action 9), so that the LCAP was more defined in the actions. Also, Action 13 is eliminated after the 2021-2022 school year because VOCS discovered not many unduplicated students were taking CTE art classes and wanted to use the monies from this action to help support Action 2.4. Additionally, VOCS will be adding a full-time school counselor that was funded with one time monies this year, to provide academic counseling and support to students, especially SED and foster youth students. This will allow all students to create a path for college, career and/or life after high school readiness, which may include A-G requirements, CTE courses, and/or life skills and assist with graduation rates. Technology devices and online programs/supplemental materials will be added, as needed, especially in the areas of mathematics and early literacy to support and improve learning for all students. Additional actions and services will be considered in subsequent years if student results do not increase or improve. In addition to this, salaries and benefits and the cost of goods have increased which are reflected in our metrics.

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

# 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 to promote school connectedness. 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 connected to the school. VOCS continued data collection and analysis will allow staff and parent educators to monitor and adjust actions and services as needed to achieve this goal.</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.

Promoting a safe, secure, and inclusive school environment is a top priority for all educational partners. By providing an environment where students feel safe and welcomed, student engagement, academic and social/emotional growth, and graduation and transition is increased. According to the 2021-22 Annual Survey, only 83% of VOCS 7th-12th grade students feel connected to VOCS, while on campus and only 89% of students feel engaged, while on site. Additionally, the 2021-22 Annual Survey reports 96% of educational partners feels VOCS demonstrates a caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning. 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.

Actions and services within this goal will help VOCS expand collaborative partnerships with students, parents, staff, and the community. These partnerships will enable wrap-around services and personnel to further open lines of communication between students and VOCS, which will foster a safe and welcoming educational environment. Additionally, school improvements and student incentives will provide opportunities for students to feel engaged and connected to VOCS. All educational partners will then be actively engaged, while creating and promoting a safe, secure, and inclusive school environment that is accessible and conducive to student learning. Indicators are found in three LCFF Priorities: Priority 3: Parent and Family Engagement, Priority 5: Pupil Engagement, and Priority 6: School Climate

## 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>According to the Annual Survey, 80% of parent educators received Parent Square announcements.</p> <p>According to local data, 22% of Parent Educators school wide attended parent workshops.</p> <p>According to the 2021-22 Parent Survey, 34% 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>22% 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>Parent and Family Engagement: Efforts to seek participation of</p>	<p>2020-21 data shows that 25% of parents for students with disabilities completed the Annual Special</p>	<p>A Special Education Intervention Services Survey was not given this year.</p>			<p>By 2023-24, at least 33% of parents for students with disabilities completed the Annual</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
parents in programs for students with disabilities.	Education Intervention Services Survey.	14% of special education parent educators completed the 2021-22 Educational Partners Survey.			Educational Partners Survey.
Priority 5(a): Engagement  Pupil Engagement: School attendance rates.	According to a 2019-20 Aeries report, student attendance rate was 98%.	According to a 2020-21 Aeries report, student attendance rate was 96%.			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.	According to internal data, Kern Integrated Data System, Chronic Absenteeism Rate reported: All- 11% EL- 39% SED- 18%			Maintain baseline of 0% Chronic Absenteeism Rate.
Priority 5(c): Engagement  Pupil Engagement: Middle school dropout rates.	According to 2019 CALPADS, VOCS middle school dropout was 0%.	2020 CALPADS data reports VOCS middle school dropout was 0%			Maintain baseline of 0% middle school dropout rate.
Priority 5(d): Engagement	According to CDE Dataquest, VOCS	CDE Dataquest data was not available, so Ed Data was used.			Maintain baseline of 0% High School dropout rate.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Pupil Engagement: High school dropout rates.	High School Dropout Rate was 0%.	According to Ed Data VOCS High School Dropout Rate was 4.2%.			
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.	2020-21 CDE Dataquest Grad Rate reported: All-86.5% SED- 82.9%			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.	Ca School Dashboard data was not available. Local data indicates a 0% suspension rate.			Maintain baseline of 0% suspensions.
Priority 6(b): Engagement  School Climate: Pupil expulsion rates.	According to CDE Ed Data, VOCS reported a 0% expulsion rate.	Ca School Dashboard data was not available. Local data indicates a 0% expulsion rate.			Maintain baseline of 0% expulsion rate.
Priority 6(c): Engagement  School Climate: Other local measures on sense of safety	A comprehensive safety plan will be updated and in place annually. 100% of VOCS staff will participate in safety	95% of staff participated in staff training and safety drills.  83% of 7th-12th grade students felt			By 2023-24 maintain a comprehensive safety plan, and 100% of VOCS staff participated in safety training and safety drills.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and school connectedness.	<p>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 educational partners feel safe, while on campus.</p> <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>	<p>connected to VOCS and 95% of staff and parents reported feeling valued by VOCS.</p> <p>95% of educational partners feel safe while on campus.</p> <p>62% of enrolled students participated in an extra-curricular activity.</p> <p>89% students reported being engaged while at VOCS.</p>			<p>Annual Survey results will report that at least 95% of educational partners feel connected to VOCS and 98% will feel valued by VOCS.</p> <p>Annual Survey results will report that at least 98% of educational partners feel safe, while on campus.</p> <p>At least 75% of enrolled students will participate in an extra-curricular activity.</p> <p>At least 95% of students will report higher levels of engagement as reported on the Student Annual Survey.</p>

## Actions



Action #	Title	Description	Total Funds	Contributing
2.1	Part-Time Counselor	A part-time counselor will provide counseling at VOCS sites to support student's social-emotional needs by conducting risk-assessments, providing case management, and offering individual and group support, giving priority to unduplicated pupils.	\$70,000.00	Yes
2.2	School Pride, Connectedness, and Incentives	To help all students feel valued and welcomed at school, VOCS will provide incentives and make improvements to all sites bringing a sense of school pride and connectedness through school activities and enhancements.	\$25,000.00	Yes
2.3	Community Partnerships	Provide access to the VOCS Vendor Service Program to students to support community partnerships between VOCS students and local businesses throughout Kern County.	\$100,000.00	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.

All actions and services for Goal Two were implemented and found to be effective for increasing or improving services for students, especially for our SED students. Additionally, Goal Two was designed to provide opportunities to meet the needs of each student through the collaborative work of VOCS staff and parent educators. There was an increase in students participating in community partnerships due to things re-opening after the pandemic. Due to this, funds had to be increased significantly in 2.4 Community Partnerships. Further, with one-time funds, VOCS was able to meet the needs of school pride and connectedness, so not all funds were used.

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

Action 1 (School Pride and Connectedness): Not all funds were needed because VOCS students/families used materials available at the school.

Action 2 (Student Incentives): No material difference.

Action 3 (Emergency Supplies and Equipment): Additional funds were needed to supplement the additional emergency supplies and equipment needed this year.

Action 4 (Community Partnerships): Additional funds were needed to supplement the additional community partnerships added this year.

Action 5 (Part-time Counselor): Additional funds were needed due to salaries/benefits.

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

Action 1 (School Pride and Connectedness): 2022 Local Survey reports that 94% of students feel connected to VOCS up 10% from 2021 Local Survey. 97% of all students feel engaged while at VOCS, and 75.7% of all students participated in a VOCS extra-curricular activity. Additionally, 97% of all educational partners continue to strongly agree or agree that VOCS demonstrates caring, concern, and has high expectations for students, and 95% strongly agree or agree that student's feelings matter.

Action 4 (Community Partnerships): 2022 Local Survey reports that 48.2% of all students participated in a vendor service.

Based on an analysis of these results, VOCS believes the actions in Goal 2 are showing to be effective in making progress towards the goal.

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.

After consulting with educational partners and understanding the effects of the pandemic, changes were made to actions within Goal Two. Action 2 and 3 were combined, and Action 3 (emergency supplies and equipment) was removed from the goal. Additionally, salaries for staff increased, so funds were adjusted to reflect this increase.

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

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$776,266	\$0

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
7.57%	0.00%	\$0.00	7.57%

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

**ACADEMIC and STUDENT SUPPORT**  
 Goal 1: Action 1: TK-12 Supplemental Curriculum/Materials, Action 2: Technology Support, Action 3: Full-Time Counselor, Action 4: Career Associate, Action 5: Tutors, Action 6: English Learner Support, Action 7: Foster Youth Support, and Action 9: Program Specialist

Actions and services are based on the need to improve outcomes for student groups, specifically, Socioeconomically Disadvantaged Students (SED). 2019 CAASPP data showed that English Learners and Socioeconomically Disadvantaged Students (SED) only had 8% of the students met or exceeded standard in ELA and Math. English Language Arts (ELA) - 41% of VOCS students meet or exceeds standards, while 35% of VOCS students did not meet grade-level standards. Mathematics - 22% of VOCS students meet or exceed standards, while 52% of VOCS students did not meet the standards. Overall performance levels were yellow in the following indicators: Mathematics, Graduation Rate, and College/Career. The overall performance level for ELA was orange. Additionally, performance gaps between All Students with socioeconomically disadvantaged (SED) students performing in the yellow level. Mathematics data also shows SED students performed in the red performance level.

2019 CAASPP data also shows performance gaps between All Students and students with disabilities (SWD) where 75% of SWD students did not meeting the standards, while only 52% of All Students did not meet the standards in the area of mathematics. Additionally, socioeconomically disadvantaged (SED) students performed in the yellow level, while SWD performed in the orange performance level. Mathematics data also shows SED students and SWD both performed in the red performance level. Additionally, the CA School Dashboard indicates that 88% All Students graduated, with 84.2% of SED students graduating. Also, 69.2% of All Students met A-G completion with 80% of SED students meeting the A-G completion. Finally, the percentage of pupils who participated in and demonstrated college preparedness on EAP were ELA: 13% and Math: 1.43%, with SED students scoring 8% in ELA and 0% in Math.

Additional data includes:

2020-21 CA School Dashboard Grad Rate for all students 87%, with a Grad Rate for SED students 83%

2020-21 CDE Dataquest reports 24% of VOCS students graduated completing A-G programs while 17% of SED students completed A-G program requirements.

2021 CA School Dashboard reports 24% of all students completed A-G requirements, with 17% of socioeconomically disadvantaged students meeting A-G requirements.

2021 CA School Dashboard reports 3% of all students completed a CTE pathway, while 0% of SED students completed a CTE pathway.

2021 CALPADS reports VOCS had 0% of students participating in the AP program.

In consideration of the performance gaps and survey results, VOCS provides supplemental curriculum and materials, including online support. Goal 1: Action 1 and Action 2 action are intended to provide continued supplemental materials for staff to utilize the best research based practices with state standards to support parent educators and students. Both 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. Additionally, the actions will enhance the students individualized learning plan and provide support to parent educators with their daily teaching. VOCS will measure the effectiveness of these actions by utilizing local benchmark data, including STAR Renaissance, and state assessment results. While these actions are a school wide action and all students will benefit from this, VOCS believes that this will close the achievement gap that exists with SED and English Learner students by increasing the rate of growth as outlined in our state priority metrics.

VOCS will also identify students who are in danger of failing and evaluate current practices and provide academic support with the help of the help of a full-time counselor, a career associate, tutors, and a program specialist. These actions will also provide additional academic supports for VOCS students and provide the supports needed to assist unduplicated students, which will help improve academic progress among 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 all of 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.

## VOCS STAFF and PARENT EDUCATOR SUPPORT

### Goal 1, Action 8: PROFESSIONAL LEARNING

Actions and services are based on the need to improve outcomes for student groups, specifically Socioeconomically Disadvantaged Students (SED). 2019 CAASPP data shows: English Language Arts (ELA) - 41% of VOCS students meet or exceeds standards, while 35% of VOCS students did not meet grade-level standards. Mathematics - 22% of VOCS students meet or exceed standards, while 52% of VOCS students did not meet the standards. Overall performance levels were yellow in the following indicators: Mathematics, Graduation Rate, and College/Career. Additionally, performance gaps between All Students and SED students with 52% of All Students not meeting the standards in the area of mathematics and SED students performing in the yellow level.

2019 CAASPP data also shows performance gaps between All Students and EL students, while only 48% of All Students met the standards in the area of mathematics. Additionally, while only 8% EL's met or exceeded standard in ELA and Math, and socioeconomically disadvantaged (SED) students performed in the yellow level. Mathematics data also shows SED students performed in the red performance level. Additionally, the CA School Dashboard indicates that 88% All Students graduated, with 84.2% of SED students graduating. Also, 69.2% of All Students met A-G completion with 80% of SED students meeting the A-G completion. Finally, the percentage of pupils who participated in and demonstrated college preparedness on EAP were ELA: 13% and Math: 1.43%, with SED students scoring 8% in ELA and 0% in Math. Additional data includes:

2020-21 CA School Dashboard Grad Rate for all students 87%, with a Grad Rate for SED students 83%

2020-21 CDE Dataquest reports 24% of VOCS students graduated completing A-G programs while 17% of SED students completed A-G program requirements.

2021 CA School Dashboard reports 24% of all students completed A-G requirements, with 17% of socioeconomically disadvantaged students meeting A-G requirements.

2021 CA School Dashboard reports 3% of all students completed a CTE pathway, while 0% of SED students completed a CTE pathway.

2021 CALPADS reports VOCS had 0% of students participating in the AP program.

2021-22 STAR Renaissance results were reported on KCSOS KiDS Essentials Dashboard and used as a local assessment this year. VOCS is finishing the onboarding process, so the professional learning training will be completed next year. The KiDS platform will be an additional

layer of support for VOCS when looking at local data. For the 2021-22 school year, student groups not meeting the grade level benchmark scaled scores in grades 2nd - 8th were analyzed in the areas of reading and mathematics.

VOCS student achievement data demonstrates a need to increase the academic performance of all students in meeting or exceeding grade level standards, especially in the area of mathematics and ELA. Input from educational partners also identified a need to implement an individualized instructional program for each student, while supporting parent educators to meet the needs of all students. Specifically, feedback was given related to the additional needs in supporting SED students who are struggling in mathematics and early literacy. VOCS will provide a professional learning opportunities to staff and parent educators based on the need to improve outcomes for our unduplicated students. Specifically for parent educator of our socioeconomically disadvantaged and English Learners that performed below standard on CAASPP and local assessments in ELA and Mathematics. This action also provides professional learning for VOCS staff and parent educators opportunities to learn how to use some of the supplemental curriculum, as well as best standards based practices to support instruction and needs to continue. 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.

## SCHOOL CONNECTEDNESS

Goal 2: Action 1: Part-Time Counselor, Action 2: School Pride, Connectedness, and Incentives, and Action 3: Community Partnerships

Actions and services are based on the need to improve outcomes for student groups, specifically, Socioeconomically Disadvantaged Students (SED). 2019 CAASPP data indicates that 88% All Students graduated, with 84.2% of SED students graduating. Also, 69.2% of All Students met A-G completion with 80% of SED students meeting the A-G completion. Finally, the percentage of pupils who participated in and demonstrated college preparedness on EAP were ELA: 13% and Math: 1.43%, with SED students scoring 8% in ELA and 0% in Math. Additional data includes:

2020-21 CDE Dataquest reports 86% graduation rate.

2021 CA School Dashboard reports 24% of all students completed A-G requirements, with 17% of socioeconomically disadvantaged students meeting A-G requirements.

2020-21 CDE Dataquest reports 24% of VOCS students graduated completing A-G programs

2020-21 Ed Data reports VOCS High School Dropout Rate was 4.2%

### Local Data Results:

83% of 7th-12th grade students felt connected to VOCS and 95% of staff and parents reported feeling valued by VOCS.

95% of educational partners feel safe while on campus.

62% of enrolled students participated in an extra-curricular activity.

89% students reported being engaged while at VOCS.

34% SED students participated in the vendor service program.

0% suspension and expulsion rate

A review of the needs, conditions, and circumstances of all students were considered when developing this goal, especially in the area of school connectedness and access to community partnerships. VOCS believes the actions within this goal will assist our SED students to feel more valued and engaged, while attending a VOCS site and within the community. VOCS will prepare all students to succeed by providing counseling services, community partnerships, and school connectedness and incentive opportunities, which means VOCS needs to continue with the actions within this goal. 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 Goal 2 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 and students with disabilities by increasing the rate of growth as described in the annual surveys. 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.

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 actions and services to support our socioeconomically disadvantaged (SED) students, English learners, and foster youth. In addition to the actions and services being provided LEA-Wide or Schoolwide, the actions that are increased or improved include the EL supplemental materials/resources, foster youth support, professional learning opportunities for EL and foster youth parent educators, 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. Additionally, VOCS will continue creating and improving 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.

Tutors will also be continued to be hired to assist students needing targeted instruction in ELA and mathematics, giving priority to socioeconomically disadvantaged students and EL 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. Additionally educational strategies and on-line support and resources will also be further investigated by VOCS staff to assist parent educators to implement strategies at home with their students, focusing on the areas ELA, including early literacy, and mathematics. Parent educator workshops will continue to be developed and offered to help parent educators in the areas of ELA, mathematics, EL strategies, especially for our students that struggle the most, which may include socioeconomically disadvantaged students and EL students.

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

Goal 1 Action 6 (English Learner Support) 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.

2020-21 Dataquest reports: Annual Reclassification Counts and Rates Report, 2.% of VOCS students were English Learners, 1.0% were Initial Fluent English Proficient, and 3.6% were Fluent English Proficient students.

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

VOCS continues to implement a personalized learning experience for English learners, low income, and Foster Youth 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.

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

VOCS does not have 55% or above of foster youth, English learners, and low-income students.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:42	N/A
Staff-to-student ratio of certificated staff providing direct services to students	1:19	N/A

## 2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$824,000.00				\$824,000.00	\$518,000.00	\$306,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	TK-12 Supplemental Curriculum/Materials	English Learners Foster Youth Low Income	\$75,000.00				\$75,000.00
1	1.2	Technology Support	English Learners Foster Youth Low Income	\$90,000.00				\$90,000.00
1	1.3	Full-Time Counselor	English Learners Foster Youth Low Income	\$146,000.00				\$146,000.00
1	1.4	Career Associate	English Learners Foster Youth Low Income	\$77,000.00				\$77,000.00
1	1.5	Tutors	English Learners Foster Youth Low Income	\$85,000.00				\$85,000.00
1	1.6	English Learner Support	English Learners	\$5,000.00				\$5,000.00
1	1.7	Foster Youth Support	Foster Youth	\$1,000.00				\$1,000.00
1	1.8	Professional Learning	English Learners Foster Youth Low Income	\$10,000.00				\$10,000.00
1	1.9	Program Specialist	English Learners Foster Youth Low Income	\$140,000.00				\$140,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.1	Part-Time Counselor	English Learners Foster Youth Low Income	\$70,000.00				\$70,000.00
2	2.2	School Pride, Connectedness, and Incentives	English Learners Foster Youth Low Income	\$25,000.00				\$25,000.00
2	2.3	Community Partnerships	English Learners Foster Youth Low Income	\$100,000.00				\$100,000.00

## 2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$10,259,928	\$776,266	7.57%	0.00%	7.57%	\$824,000.00	0.00%	8.03 %	<b>Total:</b>	\$824,000.00
								<b>LEA-wide Total:</b>	\$678,000.00
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$146,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	TK-12 Supplemental Curriculum/Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$75,000.00	
1	1.2	Technology Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$90,000.00	
1	1.3	Full-Time Counselor	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: VOCS High School	\$146,000.00	
1	1.4	Career Associate	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$77,000.00	
1	1.5	Tutors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$85,000.00	
1	1.6	English Learner Support	Yes	LEA-wide	English Learners	All Schools	\$5,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Foster Youth Support	Yes	LEA-wide	Foster Youth	All Schools	\$1,000.00	
1	1.8	Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	
1	1.9	Program Specialist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$140,000.00	
2	2.1	Part-Time Counselor	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$70,000.00	
2	2.2	School Pride, Connectedness, and Incentives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,000.00	
2	2.3	Community Partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$100,000.00	

## 2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$852,417.00	\$809,522.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	TK-12 Supplemental Curriculum/Materials	Yes	\$50,000.00	\$64,744.00
1	1.2	Professional Learning	Yes	\$10,000.00	\$650.00
1	1.3	English Learner Professional Learning	Yes	\$1,000.00	\$0.00
1	1.4	English Learner Resources	Yes	\$3,000.00	\$4,949.00
1	1.5	Foster Youth Support	Yes	\$1,000.00	\$0.00
1	1.6	Instructional Aides	Yes	\$118,700.00	\$53,403.00
1	1.7	Program Specialist	Yes	\$135,717.00	\$142,124.00
1	1.8	Technology	Yes	\$80,000.00	\$66,487.00
1	1.9	Technology Support	Yes	\$10,000.00	\$0.00
1	1.10	Online Supplemental Resources	Yes	\$25,000.00	\$73,691.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Career Associate	Yes	\$73,000.00	\$75,715.00
1	1.12	Tutors	Yes	\$100,000.00	\$25,416.00
1	1.13	CTE Art Teacher	Yes	\$90,000.00	\$92,113.00
2	2.1	School Pride and Connectedness	Yes	\$20,000.00	\$16,291.00
2	2.2	Student Incentives	Yes	\$5,000.00	\$5,000.00
2	2.3	Emergency Supplies and Equipment	No	\$5,000.00	\$6,362.00
2	2.4	Community Partnerships	Yes	\$60,000.00	\$116,110.00
2	2.5	Part-time Counselor	Yes	\$65,000.00	\$66,467.00

**2021-22 Contributing Actions Annual Update Table**

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$792,951	\$847,417.00	\$803,160.00	\$44,257.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	TK-12 Supplemental Curriculum/Materials	Yes	\$50,000.00	\$64,744.00		
1	1.2	Professional Learning	Yes	\$10,000.00	\$650.00		
1	1.3	English Learner Professional Learning	Yes	\$1,000.00	\$0.00		
1	1.4	English Learner Resources	Yes	\$3,000.00	\$4,949.00		
1	1.5	Foster Youth Support	Yes	\$1,000.00	\$0.00		
1	1.6	Instructional Aides	Yes	\$118,700.00	\$53,403.00		
1	1.7	Program Specialist	Yes	\$135,717.00	\$142,124.00		
1	1.8	Technology	Yes	\$80,000.00	\$66,487.00		
1	1.9	Technology Support	Yes	\$10,000.00	\$0.00		
1	1.10	Online Supplemental Resources	Yes	\$25,000.00	\$73,691.00		
1	1.11	Career Associate	Yes	\$73,000.00	\$75,715.00		
1	1.12	Tutors	Yes	\$100,000.00	\$25,416.00		



Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.13	CTE Art Teacher	Yes	\$90,000.00	\$92,113.00		
2	2.1	School Pride and Connectedness	Yes	\$20,000.00	\$16,291.00		
2	2.2	Student Incentives	Yes	\$5,000.00	\$5,000.00		
2	2.4	Community Partnerships	Yes	\$60,000.00	\$116,110.00		
2	2.5	Part-time Counselor	Yes	\$65,000.00	\$66,467.00		

**2021-22 LCFF Carryover Table**

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$10,311,444	\$792,951	0%	7.69%	\$803,160.00	0.00%	7.79%	\$0.00	0.00%

# Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because 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 Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
  - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 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 educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 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 educational partners and the public.

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

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

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

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

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

## Engaging Educational Partners

## Purpose

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

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

Statute and regulations specify the educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

**Prompt 2:** “A summary of the feedback provided by specific educational partners.”

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

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

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner 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 educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

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

### Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs 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 educational partners. 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 educational partners, 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.

## **Required Goals**

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

**Consistently low-performing student group(s) criteria:** An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

**Low-performing school(s) criteria:** The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

### **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 2020–21 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> or when adding a new metric.

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 action 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

### Requirements and Instructions

***Projected LCFF Supplemental and/or Concentration Grants:*** Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

**Projected Additional LCFF Concentration Grant (15 percent):** Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

**Projected Percentage to Increase or Improve Services for the Coming School Year:** Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

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

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

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

**Required Descriptions:**

**For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent:*** For school districts with an unduplicated pupil percentage of 55 percent 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 percent:*** For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

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

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

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

Provide the following descriptions, as applicable to the LEA:



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

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

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

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

Complete the table as follows:

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

## Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

## Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; 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 transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

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

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

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

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

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

## Calculations in the Action Tables

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

### Contributing Actions Table

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

### Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

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

**LCFF Carryover Table**

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

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

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

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