

# LCFF Budget Overview for Parents

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

CDS Code: 15101571530492

School Year: 2024-25

LEA contact information:

Becky Bartz

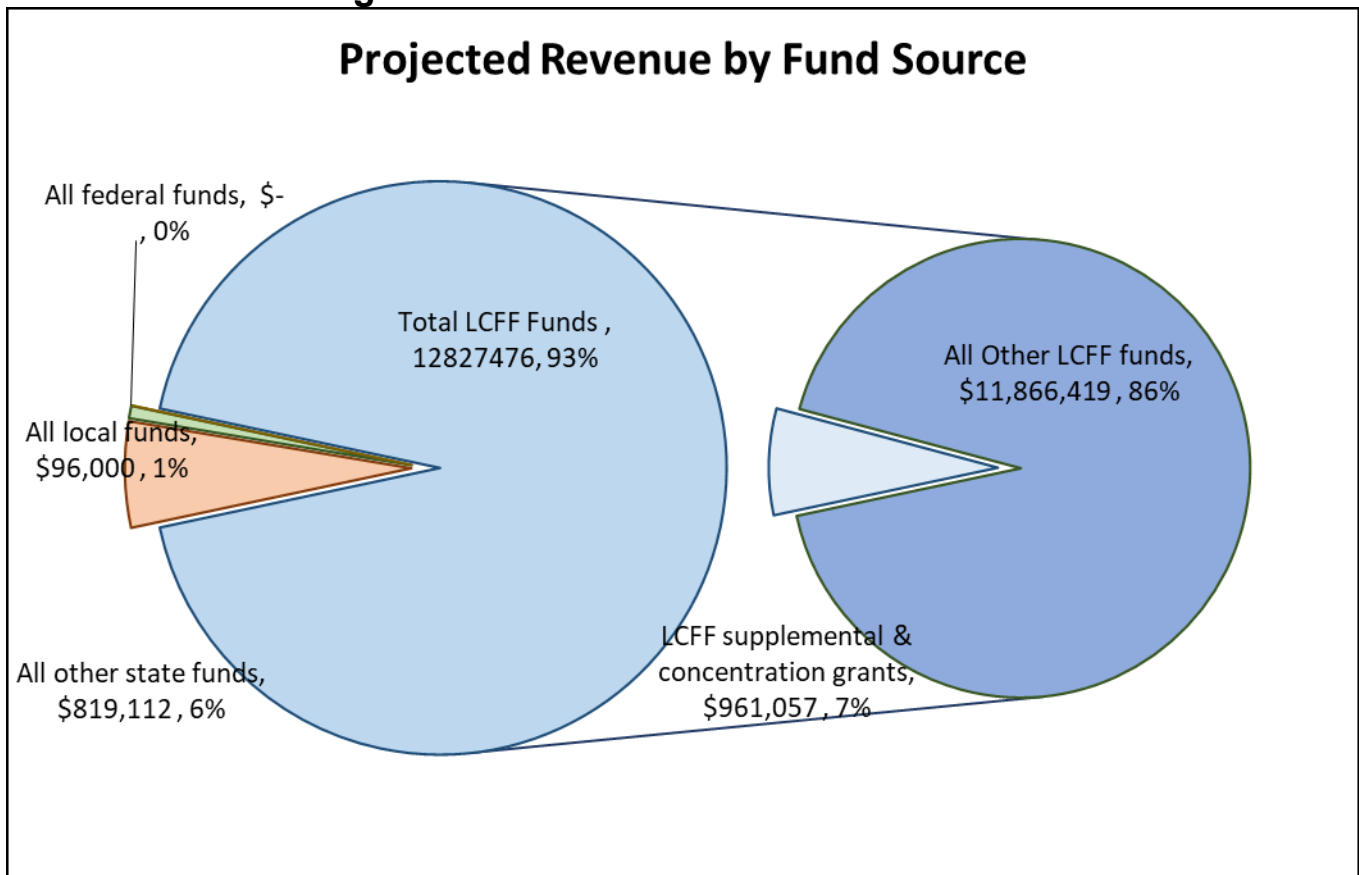
Director II

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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 2024-25 School Year

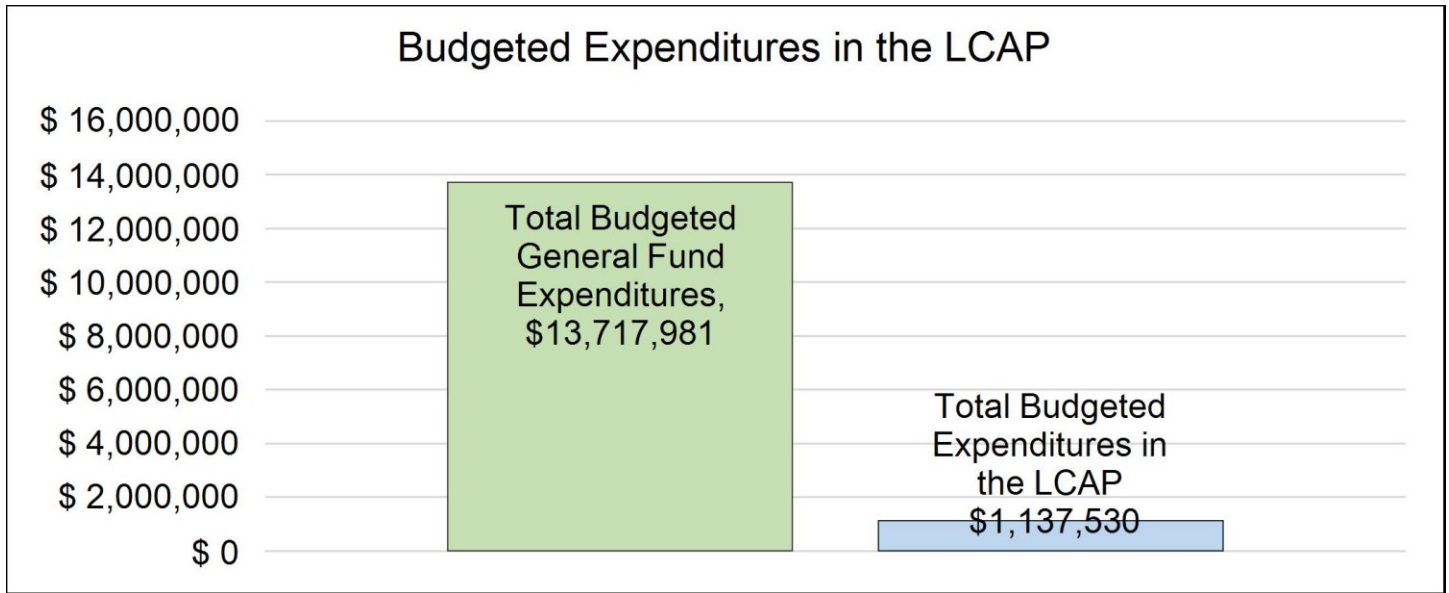


This chart shows the total general purpose revenue Valley Oaks Charter School (VOCS) expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Valley Oaks Charter School (VOCS) is \$13,742,588, of which \$12,827,476 is Local Control Funding Formula (LCFF), \$819,112 is other state funds, \$96,000 is local funds, and \$0 is federal funds. Of the \$12,827,476 in LCFF Funds, \$961,057 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 2024-25. 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 \$13,717,981 for the 2024-25 school year. Of that amount, \$1,137,530 is tied to actions/services in the LCAP and \$12,580,451 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

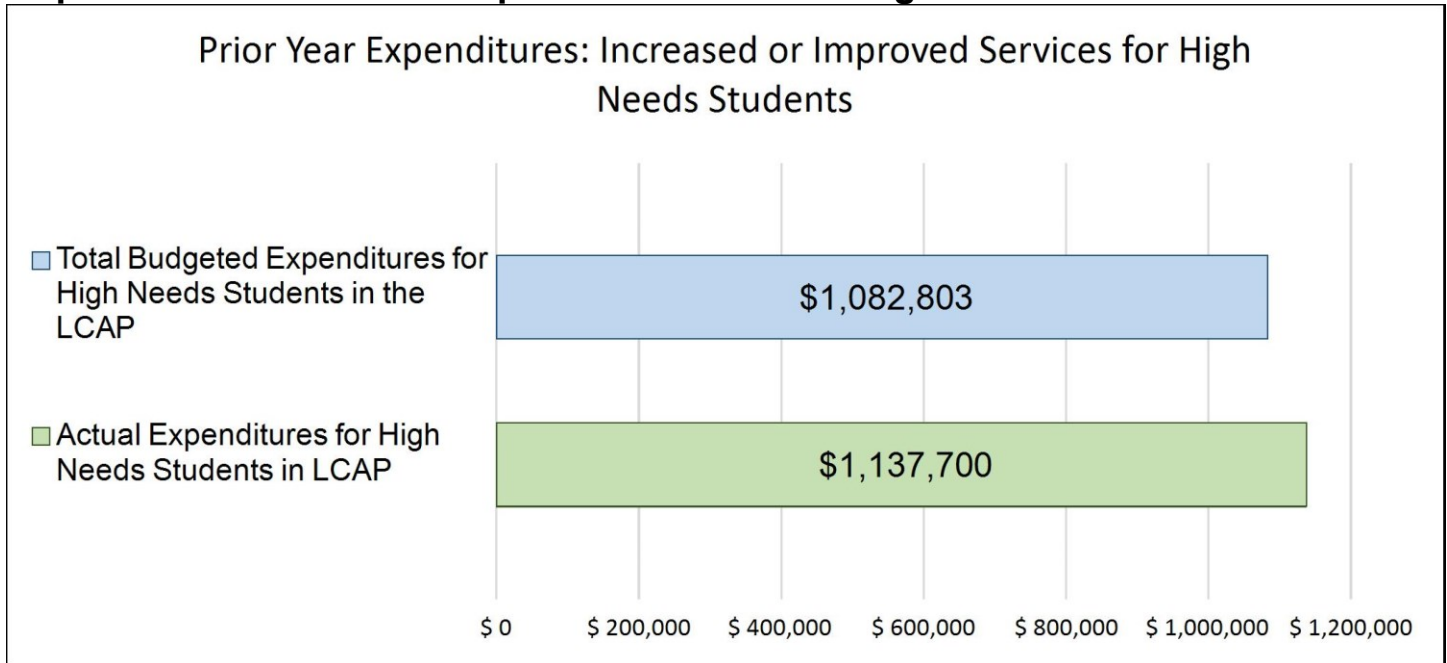
Expenditures not included in the Local Control and Accountability Plan (LCAP) consist of both general day-today, and long-term operational costs. More specifically they are comprised of, but not limited to: staff salaries, statutory & fringe benefits, classroom & office supplies, repair & maintenance projects, professional development & related travel, facilities & equipment leases, and professional contracted services.

## Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Valley Oaks Charter School (VOCS) is projecting it will receive \$961,057 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 \$1,137,530 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 2023-24



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 2023-24, Valley Oaks Charter School (VOCS)'s LCAP budgeted \$1,082,803 for planned actions to increase or improve services for high needs students. Valley Oaks Charter School (VOCS) actually spent \$1,137,700 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$54,897 had the following impact on Valley Oaks Charter School (VOCS)'s ability to increase or improve services for high needs students:

The district spent more than required on increased and improved services. This increased spending did not impact VOCS' ability to increase or improve services for high needs students.

# 2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

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

# Goals and Actions

## Goal

Goal #	Description
1	<p>A review of the needs, conditions, and circumstances of our socioeconomically disadvantaged students and all students was considered when developing Goal 1, especially in mathematics and early literacy. Valley Oaks Charter School believes the actions within this goal will assist our SED students in being prepared to enter higher education and/or pursue a career path. VOCS will prepare students to succeed in college and career by supporting differentiated learning models, including online courses, to respond to the needs of diverse learners as well as promote opportunities for targeted intervention, remediation, acceleration, and access to a comprehensive course of study. VOCS continued data collection and analysis will allow staff and parent educators to monitor and adjust individualized 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>

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Priority 1(a): Conditions for Learning</p> <p>Basic Services: Teachers appropriately assigned and fully credentialed for assignment.</p>	<p>According to 2020 CALPADS Staffing Report, 100% of VOCS' teachers are appropriately assigned and fully credentialed for assignment. Additionally, 5% of VOCS high school teachers were CTE certified.</p>	<p>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,</p>	<p>According to 2022 CALPADS, 100% of VOCS' teachers are appropriately assigned and fully credentialed for assignment.</p> <p>According to local data, 20% of VOCS high school teachers are CTE certified,</p>	<p>According to 2023 CALPADS, 100% of VOCS' teachers are appropriately assigned and fully credentialed for assignment.</p> <p>According to local data, 30% of VOCS high school teachers are CTE certified,</p>	<p>Maintain baseline for teachers appropriately assigned and fully credentialed for assignment.</p> <p>By 2023-24, more than 5% of VOCS high school teachers will be CTE certified.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		which includes CTE teachers from KHSD.	which includes CTE teachers from KHSD.	which includes CTE teachers from KHSD.	
<p>Priority 1(b): Conditions for Learning</p> <p>Basic Services: Standards-aligned instructional materials for every students.</p>	According to the School Accountability Report Card, 100% of VOCS' students had access to standards-aligned curriculum and instructional materials.	According to the School Accountability Report Card, 100% of VOCS' students have access to standards-aligned curriculum and instructional materials.	According to the School Accountability Report Card, 100% of VOCS' students have access to standards-aligned curriculum and instructional materials.	According to the School Accountability Report Card, 100% of VOCS' students have access to standards-aligned curriculum and instructional materials.	Maintain baseline of 100%.
<p>Priority 1(c): Conditions for Learning</p> <p>Basic Services: School facilities in "Good Repair" per CDE's Facility Inspection Tool (FIT).</p>	All VOCS facilities will have an overall rating of "Good" as reported on the FIT report.	All facilities had an overall rating of "Good" on the FIT report.	All facilities had an overall rating of "Exemplary" on the FIT report.	All facilities had an overall rating of "Exemplary" on the FIT report.	Maintain baseline of "Exemplary".
<p>Priority 2(a): Conditions for Learning</p> <p>Implementation of State Standards:</p>	Using the local reflection tool on the CA Dashboard, 97% of parents use state standards to help guide their instructional day.	According to local data, 91% of parent educators use the state standards to help guide their instructional day.	According to local data, 95% of parent educators use the state standards to help guide their instructional day.	According to local data, 98% of parent educators use the state standards to help guide their instructional day.	By 2023-24, at least 98% of parents will use state standards to help guide their instructional day.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation of state board adopted academic and performance standards for all students.					
<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 purposes of gaining academic content knowledge and English language proficiency.</p>	<p>During the 2020-21 school year, 26% of EL Parent Educators attended at least one parent workshop based on Zoom attendance.</p> <p>A review of integrated ELD implementation, from our observation data, shows that 100% of our English Learners have access to CCSS and ELD standards.</p>	<p>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 to CCSS and ELD standards.</p>	<p>According to local data, 62% of EL Parent Educators attended at least one parent workshop.</p> <p>According to observation data, 100% of our English Learners have access to CCSS and ELD standards.</p>	<p>According to local data, 64% of EL Parent Educators attended at least one parent workshop.</p> <p>According to observation data, 100% of our English Learners have access to CCSS and ELD standards.</p>	<p>By 2023-24, at least 50% of EL Parent Educators will attend at least one parent workshop based on sign-in sheets.</p> <p>Maintain baseline of 100% of our English Learners having access to CCSS and ELD standards.</p>
<p>Priority 4(a): Pupil Outcomes</p> <p>Pupil Achievement: Statewide Assessments (ELA&amp;Math).</p>	<p>For the last three reported years (2016-2019), CAASPP data shows that All Students (3rd-8th and 11th graders), school wide, have averaged the following results:</p>	<p>CAASPP was not administered in Spring 2021. The most updated state data is from 2019.</p> <p>2022 local data</p>	<p>2023 local data reports 68% of VOCS 3rd - 8th grade students participated in STAR Renaissance at least two times.</p>	<p>2024 local data reports 94% of VOCS 3rd-8th grade students participated in STAR Renaissance at least two times.</p>	<p>By 2023-24, state wide assessment results for ELA will be: at least 41% of VOCS students will meet or exceeds standards, while less than 34% of VOCS students will</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>ELA -</p> <p>41% of VOCS students meet or exceeds standards,</p> <p>34% of VOCS students do not meet grade-level standards</p> <p>36% of SED students met or exceeded standard</p> <p>Math -</p> <p>22% of VOCS students meet or exceed standards</p> <p>52% of VOCS students have consistently not met the standards</p> <p>13% of SED students met or exceeded standard</p> <p>2019 CA School Dashboard ELA data</p>	<p>reports 91% of VOCS 3rd-8th grade students participated in STAR Renaissance at least two times.</p> <p>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.</p>	<p>2023 local data reports 62% of high school students participated in STAR Renaissance testing.</p> <p>2022 CAASPP data shows that All Students (3rd-8th and 11th graders), school wide, have averaged the following results:</p> <p>ELA -</p> <p>46% of VOCS students meet or exceeds standards,</p> <p>27% of VOCS students did not meet grade-level standards</p> <p>43% of SED students met or exceeded standard</p> <p>Math -</p> <p>26% of VOCS students meet or exceed standards</p>	<p>2024 local data reports 48% of VOCS high school students participated in STAR Renaissance testing.</p> <p>2023 CAASPP data shows that All Students (3rd-8th and 11th graders), school wide, have averaged the following results:</p> <p>ELA -</p> <p>44% of VOCS students meet or exceeds standards,</p> <p>30% of VOCS students did not meet grade-level standards</p> <p>39% of SED students met or exceeded standard</p> <p>Math -</p> <p>24% of VOCS students meet or exceed standards</p>	<p>not meet grade-level standards. Math: at least 21% of VOCS students will meet or exceed standards, while less than 52% of VOCS students will not have met the standards.</p> <p>By 2023-24, CA School Dashboard ELA and Math data will show at least one performance level growth, as compared to the previous year for all student groups, including socioeconomically disadvantaged and students with disabilities.</p>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>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>26% of SED students met or exceeded standard</p>		<p>46% of VOCS students have not met the standards</p> <p>17% of SED students met or exceeded standard</p> <p>2022 CA School Dashboard ELA data shows that socioeconomically disadvantaged students and students with disabilities performed in the low level.</p> <p>2022 CA School Dashboard Math data shows socioeconomically disadvantaged students and students with disabilities performed in the low level.</p> <p>2022 California Science Test (CAST)</p>	<p>49% of VOCS students have not met the standards</p> <p>16% of SED students met or exceeded standard</p> <p>2023 CA School Dashboard ELA data shows that students with disabilities performed in the red level.</p> <p>2023 CA School Dashboard data shows socioeconomically disadvantaged students in math and students with disabilities in ELA performed in the red level.</p> <p>2023 California Science Test (CAST)</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			34% of All students met or exceeded standard  27% of SED students met or exceeded standard	33% of All students met or exceeded standard  23% 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>March 2023, Kern KiDS reports that 27% of VOCS students in 2021-22 graduated completing A-G programs</p> <p>2022 CA School Dashboard reports 27% of all students completed A-G requirements with 12% of socioeconomically disadvantaged students meeting A-G requirements.</p>	<p>January 2024, Kern KiDS reports that 44% of VOCS students in 2022-23 graduated completing A-G programs</p> <p>2023 CA School Dashboard reports 44% of all students completed A-G requirements with 19% 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>
Priority 4(c): Pupil Outcomes	According to the 2020 CA School	2021 CA School Dashboard reports 3%	2021-2022 CALPADS reports 3% of all	2022-2023 CALPADS reports 2% of all	By 2023-24, at least 5% of all students will

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of pupils that have successfully completed CTE pathways.	Dashboard, 0% of all students had a CTE pathway completion.	of all students completed a CTE pathway.	students completed a CTE pathway.	students completed a CTE pathway.	have completed a CTE pathway completion as reported on the CA School Dashboard.
Priority 4(d): Pupil Outcomes  Percentage of pupils who have successfully completed both 4(b) and 4(c).	According to the 2019-20 CDE Dataquest and CA School Dashboard, 13% of all students successfully completed Priority 4(b) and 4(c).	2021 CA School Dashboard reports 0% of all students completed A-G requirements and a CTE pathway.	2021-2022 CALPADS reports 3% of all students completed A-G requirements and a CTE pathway.	2022-2023 CALPADS reports 0% of all students completed A-G requirements and a CTE pathway.	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.
Priority 4(e): Pupil Outcomes  Pupil Achievement:  Percentage of EL pupils making progress toward English proficiency as measured by ELPAC.	According to the 2019 CA School Dashboard, 32% of VOCS students were making progress towards English language proficiency (19 students). 42% decreased at least one ELPI level, 26% maintained ELPI levels 1, 2L, 2H, 3L, and 3H, 16% maintained ELPI level 4, and 16% EL	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%	According to the 2022 CA School Dashboard, 61.5% of VOCS students were making progress towards English language proficiency (13 students). 23% decreased at least one ELPI level, 15% maintained ELPI levels 1, 2L, 2H, 3L, and 3H, 0% maintained ELPI level 4, and 61.5% EL	According to the 2023 CA School Dashboard, 42.1% of VOCS students were making progress towards English language proficiency (19 students). 21% decreased at least one ELPI level, 37% maintained ELPI levels 1, 2L, 2H, 3L, and 3H, 10% maintained ELPI level 4, and 32% EL	By 2023-24, 35% of VOCS EL students, that are continuously enrolled for three years, will move up at least one level towards English language proficiency, reported on the CA School Dashboard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	students progressed at least one ELPI level.		students progressed at least one ELPI level.	students progressed at least one ELPI level.	
4(f): Pupil Outcomes  Pupil Achievement: English Learner reclassification rate.	According to the 2019-20 Dataquest, Annual Reclassification Counts and Rates Report, 2.6% of VOCS students were English Learners, 0.8% were Initial Fluent English Proficient, and 5.3% were Fluent English Proficient students.	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.	2021-22 Dataquest reports: Annual Reclassification Counts and Rates Report, 3.7% of VOCS students were English Learners, 1.0% were Initial Fluent English Proficient, and 3.6% were Fluent English Proficient students.	2022-23 Kern KiDS reports: 25% of EL students were reclassified RFEP.	By 2023-24, more than one of VOCS EL students that are continuously enrolled will be reclassified.
Priority 4(g): Pupil Outcomes  Pupil Achievement: Percentage of pupils passing AP exam with 3 or higher.	According to 2018 CALPADS, VOCS had 3% of students participating in the AP program passing the AP exam with a 3 or higher.	2021 CALPADS reports VOCS had 0% of students participating in the AP program.	2022 CALPADS reports VOCS had 0.3% of students participating in the AP program.	2023 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:	According to 2018-19 CAASPP results, the percentage of pupils who participated in and demonstrated college preparedness	CAASPP was not administered in Spring 2021.	According to 2022 CAASPP results, the percentage of pupils who participated in and demonstrated college preparedness	According to 2023 CAASPP results, the percentage of pupils who participated in and demonstrated college preparedness	By 2023-24, as demonstrated by the CAASPP results, VOCS students that participated in and demonstrated college

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of pupils who participate in and demonstrate college preparedness on EAP.	on EAP were: ELA – 13% Math – 1.43%.	EAP not available from Spring 2021	on EAP were: ELA – 24.59% Math – 10%.	on EAP were: ELA – 30.67% Math – 6.76%.	preparedness will be 20% in ELA and 7% in math.
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.	Utilizing the self-reflection tool, which identifies broad course of study, 100% of pupils with exceptional needs will have access to a broad course of study.	N/A	Utilizing the self-reflection tool, which identifies broad course of study, 100% of pupils with exceptional needs will have access to a broad course of study.	Utilizing the self-reflection tool, which identifies broad course of study, 100% of pupils with exceptional needs will have access to a broad course of study.	Maintain baseline of 100% access to a broad course of study.
Priority 7(b): Conditions for Learning  Course Access: Extent to which pupils have access to and are enrolled in programs/services for unduplicated pupils.	Utilizing the self-reflection tool, which identifies broad course of study, 100% of unduplicated VOCS students have access to a broad course of study.	N/A	Utilizing the self-reflection tool, which identifies broad course of study, 100% of unduplicated VOCS students have access to a broad course of study.	Utilizing the self-reflection tool, which identifies broad course of study, 100% of unduplicated VOCS students have access to a broad course of study.	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
<p>Priority 7(a): Conditions for Learning</p> <p>Course Access: Extent to which pupils have access to and are enrolled in a broad course of study (EC 51210/51220).</p>	<p>According to master schedules and grade level grids and the CA School Dashboard, VOCS provided 100% access to a broad course of study to all students as defined by EC51210/512220.</p>	<p>According to the CA School Dashboard, VOCS provided 100% access to a broad course of study to all students as defined by EC51210/512220.</p>	<p>According to master schedules and grade level grids and the CA School Dashboard, 100% of VOCS students have access and are enrolled in a broad course of study as defined by EC51210/512220.</p>	<p>According to master schedules and grade level grids and the CA School Dashboard, 100% of VOCS students have access and are enrolled in a broad course of study as defined by EC51210/512220.</p>	<p>Maintain baseline of 100% access to a broad course of study.</p>
<p>Priority 7(b): Conditions for Learning</p> <p>Course Access: Extent to which pupils have access to and are enrolled in programs/services for unduplicated pupils.</p>	<p>According to 2020-21 local school data, 34% of unduplicated pupils participated in the vendor service program.</p>	<p>According to local data, 34% SED students participated in the vendor service program.</p>	<p>According to local data, 33% of unduplicated pupils participated in the vendor service program. Of that 33%, 32% were SED students and 43% were EL students.</p>	<p>According to local data, 47% of unduplicated pupils participated in the vendor service program.</p>	<p>By 2023-24, at least 50% of unduplicated pupils will participate in vendor services.</p>
<p>Priority 7(c): Conditions for Learning</p> <p>Course Access: Extent to which pupils have access to and are enrolled in</p>	<p>According to 2020-21 local school data, 7% of pupils with exceptional needs participated in vendor services</p>	<p>According to local data, 15% of pupils with exceptional needs participated in vendor services.</p>	<p>According to local data, 10% of pupils with exceptional needs participated in vendor services.</p>	<p>According to local data, 53% of pupils with exceptional needs participated in vendor services.</p>	<p>By 2023-24, at least 25% of pupils with exceptional needs will participate in vendor services.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
programs/services for pupils with exceptional needs.					
<p>Priority 8(a): Pupil Outcomes</p> <p>Other Student Outcomes:</p> <p>Pupil outcomes in subjects described in 51210/51220 (EX: CBM metrics, Physical Fitness Testing, various participation rates etc.)</p>	<p>During the 2020-21 school year, 95% of VOCS 3rd -8th grade students participated in STAR Renaissance testing at least two times during the school year.</p> <p>2019 local data shows that 88% of VOCS high school students participated in at least two Edmentum Benchmark Testing.</p> <p>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 91% of VOCS 3rd-8th grade students participated in STAR Renaissance at least two times.</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>2023 local data reports 68% of VOCS 3rd-8th grade students participated in STAR Renaissance at least two times.</p> <p>2023 local data reports 62% of high school students participated in STAR Renaissance testing.</p> <p>Local survey data results from our 2023 Annual Survey, showed that 95% of parent educators use the state standards and/or "I Can Do" lists to help guide their instructional day.</p> <p>2022-2023 Star Renaissance data reports in Fall 2022 59% Overall Students</p>	<p>2024 local data reports 94% of VOCS 3rd-8th grade students participated in STAR Renaissance at least two times.</p> <p>2024 local data reports 48% of VOCS high school students participated in STAR Renaissance testing.</p> <p>Local survey data results showed 97.66% of TK-8 parent educators reported using "I Can Do" lists to help guide their instructional day.</p>	<p>By 2023-24, at least 95% of VOCS 3rd-8th grade students will participate in STAR Renaissance testing.</p> <p>By 2023-24, at least 88% of VOCS high school students will participate in 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>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>49% of SED 50% of EL were becoming more proficient in reading.</p> <p>Additionally, 59% of Overall Students 49% of SED students 50% of EL students have shown improvement in their math proficiency levels.</p>		

## Goal Analysis

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.

In reviewing the planned actions and their actual implementation within the LCAP for VOCS, it is notable that there were no substantive differences, with one exception pertaining to our foster youth population. The five foster youth students at VOCS did not necessitate supplementary services as outlined in Action 1.7. Although not necessarily a challenge and despite this variance, the overall advancement towards achieving goal one remained unaffected. All other actions (1.1-1.6, 1.7-1.9) were implemented successfully and as intended.

Moving forward, VOCS will maintain its commitment to assessing its unduplicated student demographic's unique needs, circumstances, and requirements.



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.

Overall for Goal 1, there were no material differences between budgeted and estimated actual expenditures.

Action 1 (TK -12 Supplemental Curriculum/Materials): No material difference

Action 2 (Technology Support): No material difference

Action 3 (Full-Time Counselor): No material difference.

Action 4 (Career Associate): No material difference

Action 5 (Tutors): No material difference

Action 6 (English Learner Support): No material difference

Action 7 (Foster Youth Support): Spent \$1000 less than budgeted. No funds were used due to supports and materials already at VOCS. No supplemental services required.

Action 8 (Professional Learning): No material difference

Action 9 (Program Specialist): No material difference

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

An analysis of the effectiveness of actions towards Goal 1 over the three-year LCAP cycle was conducted and described below.

Action 1 (TK - 12 Supplemental Curriculum/Materials) and Action 8 (Professional Learning) 2024 Local Survey reports that 47% of all families participate in the VOCS Supplemental Curriculum Program, an increase of 1% from 2023 results, and 50% of VOCS parents attended one or more parent workshops, up 4.6%. VOCS considers this progress towards our goal.

Action 2 (Technology Support): 2024 Local Survey reports that 98.53% of VOCS educational partners say that VOCS provides students with all the textbooks and learning material, including allowing students to check out a Chromebook to use home, which 34% of all students have done. Additionally, all classrooms have a set of Chromebooks for students to use during class.

Action 3 (Full-Time Counselor), Action 4 (Career Associate), and Action 9 (Program Specialist) 2024 Local Survey reports that 97% of all families believe that VOCS provides students with a strong foundation for their future college and/or careers. 2022-2023 graduation rate for unduplicated students pulled from KernKids in March 2024 is 87.5%, a 9% increase from 2021-2022 data.

Action 5 (Support Staff) in the 2023-24 academic year involved analyzing the STAR Renaissance results reported on the Kern KiDS in April 2024. The data unveiled significant insights into student proficiency levels, particularly in reading and math. During Winter 2024, 58% of Overall Students, 56% of Socioeconomically Disadvantaged (SED) students, and 23% of English Learner (EL) students demonstrated improvement in reading proficiency. Similarly, 49% of Overall Students, 46% of SED students, and 14% of EL students exhibited advancement in their math levels. Moreover, upon comparing our 2023 CAASPP scores to the 2022 data, we observed a positive trend in overall student performance. Overall, all students had a 3.4% increase in ELA proficiency, while math scores remained consistent. However, it is noteworthy that there was a slight decline in ELA proficiency among SED students, with only 38% meeting or exceeding the standard, down from 43% in the previous year. Similarly, in math, there was a decrease in proficiency among SED students, with 15% meeting or exceeding the standard, down from 17% in the previous year.

Action 6 (English Learner Support) focused on evaluating English language proficiency according to the 2023 CA School Dashboard. The findings revealed that 42.1% of VOCS students, comprising 19 individuals, were improving their English language skills. However, 21% experienced a decrease of at least one ELPI level, while 36.8% maintained their ELPI levels within the range of 1, 2L, 2H, 3L, and 3H. Interestingly, 10.5% of EL students maintained ELPI level 4, and 31.6% progressed by at least one ELPI level. Despite the ongoing progress, it's important to note a significant change in the VOCS English Learner (EL) population, which surged by 46%, rising from 13 students to 19 within a year. This increase impacted our overall journey toward achieving English language proficiency goals.

Based on the analysis of these results, VOCS believes actions are showing to be effective in making progress towards the goal over the three-year LCAP cycle.

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

Math proficiency among VOCS students has improved, with 24% meeting or exceeding standards. However, addressing the performance of socioeconomically disadvantaged (SED) students is crucial, as only 16% met or exceeded standards, 8% lower than the VOCS average. Moving forward we will use Goal 1: Action 1 and 5 to enhance support and intervention strategies for this subgroup is essential for equitable academic outcomes.

Furthermore, we anticipate that the percentage of pupils passing AP exams will remain the same as VOCS students opt for dual and/or concurrent enrollment for college credits instead of relying on exam results.

Upon reviewing A-G and CTE enrichment class schedules, conflicts were identified. Consequently, VOCS is reworking the class schedule to enable students to enroll in both A-G and CTE classes. However, we anticipate this remaining a challenge as many VOCS students opt for community college or immediate employment, bypassing A-G classes or completing a CTE pathway.

Action 3 - Full-Time Counselor will switch with Goal 2, Action 1 - Part - Time Counselor to support our goals better.

Additionally, Action 7—Foster Youth is being removed as we meet the needs of our small foster youth population with the other actions in place. VOCS is still committed to helping its Foster Youth, so if a larger need arises, we will use the general funding to meet those needs.

VOCS did not identify any actions as ineffective that warranted a change. Lastly, no other changes to planned goal, metrics, desired outcomes, or actions for the coming year.

**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>To assist VOCS 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. A review of the needs, conditions, and circumstances of our socioeconomically disadvantaged students and all students was 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>

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3(a): Engagement  Parent and Family Engagement: Efforts to seek parent input in making decisions for school sites.	100% of parents received Parent Square announcements.  According to local data, 20% of Parent Educators school wide attended parent workshops.	According to the Annual Survey, 80% of parent educators received Parent Square announcements.  According to local data, 22% of Parent Educators school wide attended parent workshops.	According to the Annual Survey, 99% of parent educators received Parent Square announcements.  According to local data, 45.4% of Parent Educators school wide attended parent workshops.	According to the Annual Survey, 98.44% of parent educators received Parent Square announcements.  According to local data, 50% of Parent Educators school wide attended parent workshops.	By 2023-24, 100% of VOCS parents will receive Parent Square announcements.  At least 40% of Parent Educators school wide will attend parent workshops.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	According to the 2020-21 Parent Survey, 29% of VOCS families participated in the Annual Survey.	According to the 2021-22 Parent Survey, 34% participated in the Annual Survey.	According to the 2022-23 Parent Survey, 40% participated in the Annual Survey.	According to the 2023-24 Parent Survey, 41% participated in the Annual Survey.	At least 50% of VOCS families will participate in the Annual Survey.
Priority 3(b): Engagement  Parent and Family Engagement: Efforts to seek participation of parents for unduplicated pupils.	During the 2020-21 school year, 26% of EL parents attended at least one parent workshop.	22% of EL parents attended at least one parent workshop.	65% of EL parents attended at least one parent workshop.	64% of EL parents attended at least one parent workshop.	By 2023-24, at least 33% of EL parents will attend at least one parent workshop.
Priority 3(c): Engagement  Parent and Family Engagement: Efforts to seek participation of parents in programs for students with disabilities.	2020-21 data shows that 25% of parents for students with disabilities completed the Annual Special Education Intervention Services Survey.	A Special Education Intervention Services Survey was not given this year.  14% of special education parent educators completed the 2021-22 Educational Partners Survey.	A Special Education Intervention Services Survey was not given this year.  39% of special education parent educators completed the 2022-23 Educational Partners Survey. From that local survey:	2023-24 data shows that 70% of parents for students with disabilities completed the Annual Special Education Intervention Services Survey.  40% of special education parent educators attended one or more parent workshops	By 2023-24, at least 33% of parents for students with disabilities completed the Annual Educational Partners Survey.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>44% of special education parent educators attended one or more parent workshops</p> <p>95% of special education parent educators strongly or strongly agree that parent input is valued at VOCS.</p>	95% of special education parent educators strongly or strongly agree that parent input is valued at VOCS.	
<p>Priority 5(a): Engagement</p> <p>Pupil Engagement: School attendance rates.</p>	According to a 2019-20 Aeries report, student attendance rate was 98%.	According to a 2020-21 Aeries report, student attendance rate was 96%.	According to a 2021-22 Aeries report, student attendance rate was 97.8%.	According to a 2022-23 Aeries report, student attendance rate was 96.5%	Maintain baseline of at least 98% attendance rate.
<p>Priority 5(b): Engagement</p> <p>Pupil Engagement: Chronic absenteeism rates.</p>	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%	According to the 2022 CA State Dashboard VOCS Chronic Absenteeism Rate was 7% and reported all students performed in the medium status level.	According to the 2023 CA State Dashboard VOCS Chronic Absenteeism Rate was 4.8% and reported all students performed in the green status level. This is a 2.3% decline from the previous year.	Maintain baseline of 0% Chronic Absenteeism Rate.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>EL: 37.5% Not enough students to have a status level. SED: 12.2% status level High</p> <p>According to internal data, Kern Integrated Data System, 2022-2023 Chronic Absenteeism Rate reported: All- 11% EL- 39% SED- 19%</p>	<p>According to internal data, Kern Integrated Data System reported a significant decrease in the 2023-2024 Chronic Absenteeism Rate from the previous year reported: All- 6.61% EL- 19.05% SED- 9.61%</p>	
<p>Priority 5(c): Engagement</p> <p>Pupil Engagement: Middle school dropout rates.</p>	<p>According to 2019 CALPADS, VOCS middle school dropout was 0%.</p>	<p>2020 CALPADS data reports VOCS middle school dropout was 0%</p>	<p>2021 CALPADS data reports VOCS middle school dropout was .8%</p>	<p>2022 CALPADS data reports VOCS middle school dropout was 0%</p>	<p>Maintain baseline of 0% middle school dropout rate.</p>
<p>Priority 5(d): Engagement</p> <p>Pupil Engagement:</p>	<p>According to CDE Dataquest, VOCS High School Dropout Rate was 0%.</p>	<p>CDE Dataquest data was not available, so Ed Data was used. According to Ed Data VOCS High School</p>	<p>According to CDE Dataquest, VOCS High School Dropout Rate was 4.2%.</p>	<p>According to CDE Dataquest, VOCS High School Dropout Rate was 1%.</p>	<p>Maintain baseline of 0% High School dropout rate.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High school dropout rates.		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%	According to the 2021-22 CA School Dashboard, VOCS high school graduation rates were: 84.8% for all students; 81% for socioeconomically disadvantaged students.	According to the 2022-23 CA School Dashboard, VOCS high school graduation rates were: 84.1% for all students; 71% for socioeconomically disadvantaged students.	By 2023-24, VOCS high school graduation rate will increase to show all students are performing at the green level as shown on the Ca State Dashboard.
Priority 6(a): Engagement  School Climate: Pupil suspension rates.	According to the 2019 CA School Dashboard, all students performed in the blue performance level 0% for suspension rates.	CA School Dashboard data was not available. Local data indicates a 0% suspension rate.	According to the 2022 CA School Dashboard, all students performed in the very low performance level 0% for suspension rates.	According to the 2023 CA School Dashboard, all students performed in the very low performance level 0% for suspension rates.	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.	According to the 2022 CA School Dashboard, all students performed in the very low performance level 0% for expulsion rates.	According to the 2023 CA School Dashboard, all students performed in the very low performance level 0% for expulsion rates.	Maintain baseline of 0% expulsion rate.
Priority 6(c): Engagement	A comprehensive safety plan will be updated and in place	95% of staff participated in staff	99% of staff participated in staff	99% of staff participated in staff	By 2023-24 maintain a comprehensive safety plan, and 100% of



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Climate: Other local measures on sense of safety and school connectedness.	<p>annually. 100% of VOCS staff will participate in safety training and safety drills.</p> <p>According to the 2020 annual survey, 84% of 4th-12th grade students reported feeling connected to VOCS, and 92% of staff and parents reported feeling valued by VOCS.</p> <p>Annual Survey results will report that at least 80% of 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</p>	<p>training and safety drills.</p> <p>83% of 7th-12th grade students felt 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>training and safety drills</p> <p>According to the 2023 annual survey</p> <p>88% of 4th-12th grade students reported feeling connected to VOCS, and 94% of staff and parents reported feeling valued by VOCS.</p> <p>96% of educational partners feel safe while on campus</p> <p>67% of enrolled students participated in an extra-curricular activity.</p> <p>92% students reported being engaged while at VOCS.</p>	<p>training and safety drills</p> <p>According to the 2024 annual survey</p> <p>89% of 4th-12th grade students reported feeling connected to VOCS, and 96% of staff and parents reported feeling valued by VOCS.</p> <p>95% of educational partners feel safe while on campus</p> <p>67% of enrolled students participated in an extra-curricular activity.</p> <p>91% students reported being engaged while at VOCS.</p>	<p>VOCS staff participated in safety training and safety drills.</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>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Student Annual Survey.				

## Goal Analysis

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 Two was designed to provide opportunities to meet each student's needs through the collaborative work of VOCS staff and parent educators. VOCS experienced success in implementation as all actions (2.1, 2.2, and 2.3) were implemented as planned. In doing so, all students' needs were met, with priority going to unduplicated groups. This includes academic and social-emotional counseling support as well as school activities for connectedness and school pride. No relevant challenges were experienced in the implementation of the actions in Goal 2.

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.

Based on the planned expenditures and estimated actual expenditures for the 2023-24 school year, there was not a material difference in the overall expenditures for Goal 2.

Action 1 (Part-Time Counselor): Actual cost for contract slightly exceeded budgeted amount by \$7,000.

Action 2 (School Pride and Connectedness): No material difference as most of funds were expended.

Action 3 (Community Partnerships): No material difference. Additional funds were needed due to increased pricing.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

An analysis of the effectiveness of actions towards Goal 2 over the three-year LCAP cycle was conducted and described below.

Action 1 (Part-Time Counselor): According to the 2024 annual survey of 4th-12th grade students, 91% reported being engaged while at VOCS, 97% feel that VOCS is preparing them for future college and/or career paths, and 96% feel VOCS demonstrates caring, concern and has high expectations for students in an environment that honors individual differences and is conducive to learning.

Action 2 (School Pride and Connectedness): According to the 2024 annual survey of educational partners, 92% reported feeling connected to VOCS, 89% reported feeling valued as an important partner of VOCS, and 84% thought that they had opportunities to be a part of the decision at VOCS.

Action 3 (Community Partnerships): According to the 2024 annual survey 59% of all students participated in a vendor service, including 47% of unduplicated students, and 53% of students with exceptional needs.

Based on an analysis of these results, VOCS believes the actions in Goal 2 are showing to be effective in making progress over the three-year LCAP cycle.

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

Community Partnerships will be removed from the 2024-2025 LCAP, as it was moved to a non-contributing action for Goal 2.

Additionally, Action 1 - Part-Time Counselor will switch with Goal 1, Action 3 - Full-Time Counselor to support our goals better.

VOCS did not identify any actions as ineffective that warranted a change. Lastly, no other changes to planned goal, metrics, desired outcomes, or actions for the coming year.

**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.**

**Instructions**

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).

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

**Goals and Actions**

**Goal(s)**

**Description:**

Copy and paste verbatim from the 2023–24 LCAP.

**Measuring and Reporting Results**

- Copy and paste verbatim from the 2023–24 LCAP.

**Metric:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Baseline:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 1 Outcome:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 2 Outcome:**

- Copy and paste verbatim from the 2023–24 LCAP.

**Year 3 Outcome:**

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

**Desired Outcome for 2023–24:**

- Copy and paste verbatim from the 2023–24 LCAP.

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)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

**Goal Analysis**

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.

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

- 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.

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

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

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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

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

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

California Department of Education  
November 2023

# Local Control and Accountability Plan

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

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

## Plan Summary [2024-25]

### 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, allowing parents to tailor an education to fit their children's individual needs in a homeschool/independent study environment. Students at VOCS are educated one child at a time, incorporating various 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 offered by the school.

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 meeting areas for families and teachers and house the educational resources necessary to facilitate quality learning. VOCS serves approximately 1,057 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 five foster youth and two homeless students. VOCS student population is made up of 51% white (538 students), 37% Hispanic (388 students), 6% Two or More Races (62 students), and 2% Asian (17 students). Additionally, the VOCS student population is made up of 38% socioeconomically disadvantaged (400 students), 9% students with disabilities (100 students), and 2% English learners (19 students), as reported in March 2023 the Kern Integrated Data System (KiDS) Dashboard. 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 enrichment classes and programs, which may include instruction in core academics, technology, applied and fine arts, physical education, industrial arts, and agriculture. VOCS 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. VOCS' club opportunities may consist of drama, dance, film, Interact, and STEAM clubs. 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.

## Reflections: Annual Performance

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

After reflecting on the 2023-24 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).

VOCS staff demonstrated exemplary teamwork throughout the year, contributing to a robust program for students and families. Despite changes in leadership and personnel, including a new principal, vice principal, program specialist, three teachers, one SPED teacher, and one support staff, the school maintained a welcoming atmosphere across all sites.

Enhancements to the enrichment program, workshops, clubs, and field trips were made, along with the launch of a Reading Intervention and Music Program at the Bakersfield and Tehachapi elementary campuses. Continuation of woodshop, construction, and art classes, alongside the addition of HVAC and welding programs, provided students with exposure to new trades. Guidelines were established to ensure all students have a clear path to college and/or career readiness based on state metrics. Furthermore, VOCS expanded Career Technical Education (CTE) opportunities by offering five CTE pathways and expanding resources in this area.

Throughout the school year, educational partners actively participated in decision-making processes at VOCS through surveys, meetings, and committees. Results from the 2023-24 Annual Educational Partners Survey indicate high levels of satisfaction:

89% of educational partners feel valued by VOCS.

98.4% agreed/strongly agreed that VOCS staff responded promptly to inquiries.

92% feel connected to VOCS.

95% reported that VOCS demonstrates caring, concern, and high expectations for students in a conducive learning environment.

Additionally, survey results show that 95% of students feel safe, 91% feel engaged, and 95% believe their feelings matter to VOCS teachers.

2024 Local Survey reports that 46.88% of all families participate in the VOCS Supplemental Curriculum Program, and 50% of VOCS parents attended one or more parent workshops.

According to the 2024 Local Survey, 98.5% of VOCS educational partners affirm that the school provides students with all necessary textbooks and learning materials, with 41% of all students utilizing Chromebooks for home use. Furthermore, 97% of educational partners believe that VOCS adequately prepares students for future college and/or career paths. Additionally, 95.6% of partners perceive VOCS as fostering a caring and supportive environment with high expectations, conducive to learning and honoring individual differences.

In 2023, the California Assessment of Student Performance and Progress (CAASPP) data provided insights into the academic performance of students at Valley Oaks Charter School (VOCS) and socioeconomically disadvantaged (SED) students statewide.

For English Language Arts (ELA), the data revealed that:

44% of VOCS students met or exceeded the standards, while 30% still needed to meet grade-level standards. Among SED students, 39% met or exceeded the standard.

Analysis of the 2023 California School Dashboard indicated that students with disabilities at the red level in ELA.

In Mathematics:

24% of VOCS students met or exceeded standards, with 49% falling below the standard. Among SED students, 16% met or exceeding the standard.

Analysis of the 2023 California School Dashboard indicated that socioeconomically disadvantaged students performed at the red level in Math.

Additionally, the 2023 California Science Test (CAST) revealed:

Statewide, 33% of all students met or exceeded the standard, with only 23% of SED students reaching this level of proficiency.

Overall, the data highlights the effectiveness of our efforts and highlight the positive trajectory of student learning and achievement. However, there are disparities in academic achievement, particularly among socioeconomically disadvantaged students and those with disabilities, signaling the need for continued targeted interventions and support to address these gaps. VOCS is required to have an action to address our low performance in ELA for our students with disabilities and Math for our socioeconomically disadvantaged students (see Action 1.5).



Additionally, based on the reported results from the KiDS Essentials Dashboard, the 2023-24 academic year has demonstrated considerable success. The data indicates notable progress in both reading and math proficiency among our students. In Winter 2024, the Star Ren reading test results revealed:

58% of 3rd - 8th grade students scored At/Above Benchmark in reading proficiency.

Among socioeconomically disadvantaged (SED) students, 56% reached At/Above Benchmark.

English Learner (EL) students showed notable improvement, with 23% scoring At/Above Benchmark in reading proficiency.

Similarly, significant improvement was observed in math proficiency:

49% of overall students demonstrated proficiency in math.

Among SED students, 46% reached proficiency in math.

EL students also showed progress, with 14% achieving proficiency in math.

VOCS has made substantial progress toward its LCAP goals by implementing customized learning plans, distributing Chromebooks, and granting access to various online educational resources to support academic growth. Furthermore, the school has bolstered its support staff to address individual student needs, enhancing the overall quality of education provided. With input from state, local, and educational partners, VOCS has identified successful areas and remains committed to focusing on two LCAP goals that foster academic excellence and promote connectedness among students. In addressing the challenges associated with some of our student groups within the lowest performance level on the CA School Dashboard, VOCS intends to provide supplemental instruction/intervention materials (Action 1.1) as well as Support Staff (Action 1.5) to address the needs of our low performing student groups.

## Reflections: Technical Assistance

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

Not Applicable.

# 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 in the development of the LCAP.

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

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

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

Educational Partner(s)	Process for Engagement
VOCS TK-12 Parents	<p>Parent participation continues to be a high priority for VOCS, who 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 table meetings, attending in-person scheduled appointments, attending Town Hall meetings, responding to Parent Square announcements, sending emails, and/or making phone calls. Parent Educators also had opportunities to share input at routine individual table meetings, Valley Oaks Parent-Teacher Advisory Committee (VOPTAC) meetings held monthly, Governing Board meetings held six times throughout the school year, at the fall and spring Town Hall meetings, and through emails and phone calls. Since VOCS has 19 EL students (2% of the student population), an ELPAC Committee is not needed.</p> <p>Parent Educator's suggestions: continue communication with school, less pressure on college attendance, expand Junior High Academy Math to 5th grade, more classes to prepare for entering 4-year university, universal screening for dyslexia, dyscalculia, and dysgraphia, continue and increase workshop opportunities, scholarship workshops, continue and increase parent choice and supplemental curriculum, offer more activities and clubs for older students, reduce work load, more vendor service options, increase</p>

Educational Partner(s)	Process for Engagement
	<p>amount allotted for vendor services, longer/more enrichment classes, sports, increased tutoring options, continue and expand the reading intervention program, increase extra-curricular options, less pressure put on parents, more field trips, increased enrichment options, teach social development for students, more classroom space, more teachers.</p>
VOCS Students	<p>Communication with all students is essential to all VOCS staff. Students could offer input in making decisions for each site by attending monthly table and/or scheduled meetings, completing surveys, and/or receiving weekly emails, website notifications, Parent Square announcements, and/or Remind texts. ASB, Jr. ASB and Interact meetings were open to all students and allowed students to share their input and/or needs with VOCS staff and administration. Student suggestions from the 2024 LCAP Educational Partners Survey include more help with time management and study skills; more support with social-emotional needs, more support for academically advanced students, more extra-curricular opportunities, better school lunches, more hands-on learning opportunities, reduce homework, increase tutoring times, teach money management, add sports, more social clubs and events, more electives.</p>
VOCS Certificated Staff	<p>Certificated staff communicated with administration through weekly or bi-monthly staff meetings, individual meetings, school-wide meetings, emails, and/or completing surveys. VOCS certificated staff also had opportunities to share input at the monthly VOPTAC meetings, the Governing Board meetings held six times throughout the school year and the fall and spring Town Hall meeting. Suggestions for next year include: Continue providing counselors and tutors to help struggling students; expand resources for time management tools to support students and families; continue creating individualized learning plans based on students' abilities, needs, and plan for life after high school; continue improving the Tiered Support System; increase services for social-emotional learning (SEL); offer more elective classes to enrich the learning experience; increase teacher aides to provide additional support; continue growing and developing an academically rich learning environment for students and families; support academically</p>

Educational Partner(s)	Process for Engagement
	advanced students with appropriate resources; provide additional supports to help students with Individualized Education Programs (IEPs) and 504 plans; promote parent accountability for student performance; expand parent workshops and induction programs for families; continue and expand the reading intervention program; introduce a math intervention program to provide targeted support.
VOCS Classified Staff	Classified staff communicated with administration through bi-monthly staff meetings, individual meetings, school-wide meetings, emails, and/or completing surveys. VOCS classified staff also had opportunities to share input at monthly VOPTAC meetings, Governing Board meetings held six times throughout the school year, and the fall and spring Town Hall meeting. Suggestions for next year include increase parent accountability for student learning, increase student and family engagement, teach time management skills to students, support students with social-emotional needs, and students with IEPs.
VOCS Principals/Administrators	Principals/Administrators met weekly and bi-monthly to discuss the school's needs and share any concerns delivered by VOCS staff, students, and/or parent educators. Additionally, principals/administrators had opportunities to share input at monthly VOPTAC meetings, Governing Board meetings held six times throughout the school year, and the fall and spring Town Hall meetings. Suggestions for next year include providing professional development opportunities for targeted interventions for ELA, mathematics, and EL/foster support; provide additional support for social-emotional learning for students; provide learning opportunities to support homeschooling educators; keep and expand counselors' roles; keep tutors and the career associate to provide support to students; maintain the mission of parent choice, including parent-selected materials, continue to provide technology support and continue offering the vendor service program and student incentives; provide support for academically advanced students, increase student and family engagement.
SELPA Administration	Valley Oaks Charter School includes all students when collecting data and in the development of the LCAP. Therefore, students with disabilities are not called out individually. SELPA Administration met

Educational Partner(s)	Process for Engagement
	with VOCS on February 6, 2024, to discuss the successes and concerns found during the special education plan process. SELPA Administration provided feedback regarding importance of assisting parent educators in finding alternative educational settings when students are not progressing academically.
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. VOCS partnered with Cal State University Bakersfield America Learns to provide tutors for students who needed additional support. With the help of our part-time counselor, the number of dual enrollment classes offered will increase next year to further work towards goal one. Lastly, local businesses throughout Kern County and the Buena Vista Museum continue their partnerships with VOCS to continue providing their services to students.
Bargaining Units	VOCS met with the bargaining units on April 25, 2024 and shared the current LCAP.

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

Engaging educational partners is a top priority for Valley Oaks Charter School, contributing significantly to our success. VOCS values the input shared by educational partners regarding our goals and identified needs while recognizing that not all expressed needs can be addressed within the LCAP due to limited LCFF resources. Regular communication with educational partners is facilitated by VOCS staff and administration, ensuring ongoing collaboration. During the 2024-25 LCAP development process, Valley Oaks Charter School received input on various programs and services. Throughout the school year, educational partners had opportunities to review progress, offer input, and support the implementation of actions through meaningful feedback. VOCS principals convened monthly to gather information, utilizing surveys distributed three times during the 2023-2024 school year, along with monthly school site meetings involving parent educators, students, staff, and the VOCS Governing Board. Additional feedback was collected during VOCS Governing Board meetings held on April 29, 2024, and May 20, 2024, culminating in the approval of the 2024-2025 LCAP.

After analyzing data and collaborating with all educational partners, Valley Oaks Charter School (VOCS) identified several key themes that have shaped the 2024-25 LCAP development. Recognizing the diligent efforts invested in providing instructional and supplemental materials,

intervention strategies, and guidance to foster academic growth for all students, VOCS prioritizes supporting its parent educators, who play a pivotal role in delivering home-based education. Aspects of the upcoming LCAP influenced by educational partners input encompass various initiatives:

Parent Educators advocate for continuing the specialized curriculum program tailored to individual student needs (Goal 1: Action 1.1) alongside ongoing parent workshops (Goal 1: Action 1.8). They also emphasize the importance of providing pathways for students directly entering the workforce or pursuing college after high school (Goal 1: Action 1.3 and 1.4) and maintaining counseling opportunities and on-campus activities to bolster school pride and connectedness (Goal 2: Action 2.1 and 2.2).

Students underscore the need for improved communication between school and home to enhance school connectedness and expand on-site activities (Goal 2: 2.2), as well as for increased social opportunities and non-academic clubs (Goal 2: Action 2.2), alongside expanded tutoring availability and support for student emotions (Goal 1: Action 1.5 and Goal 2: Action 2.1).

Certified and classified staff stress the importance of maintaining counselors and support staff to aid struggling students academically and emotionally, with a focus on mathematics and early literacy (Goal 1: Action 1.3, 1.5 and Goal 2: Action 2.1), as well as continuing the career associate program to support students' post-high school plans (Goal 1: Action 1.4). Furthermore, they emphasize the Tiered Support System's role in academic improvement (Goal 2: Action 2.1) and advocate for boosting school spirit to engage more students and families on-site (Goal 2: Action 2.2) while continuing parent workshops and induction programs (Goal 1: Action 1.8).

Principals and administrators highlight the need for professional development opportunities tailored to ELA, mathematics, and EL support (Goal 1: Action 1.6 and 1.7), the importance of maintaining counselors and tutors for academic and social-emotional support (Goal 1: Action 1.3, 1.5 and Goal 2: Action 2.1), and the preservation of parent choice in materials and technology support (Goal 1: Action 1.1 and 1.2). They also underscore the significance of student incentives to enhance school connectedness and spirit (Goal 2: Action 2.2).

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	Students who graduate from VOCS will be prepared to enter a higher education and/or pursue a career path.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

A review of the needs, conditions, and circumstances of our socioeconomically disadvantaged students (SED), EL, and all students was considered when developing Goal 1, especially in mathematics, early literacy, and students graduating. Valley Oaks Charter School believes the actions within this goal will assist our SED students in being prepared to enter higher education and/or pursue a career path. VOCS will prepare students to succeed in college and career by supporting differentiated learning models, including online courses, to respond to the needs of diverse learners as well as promote opportunities for targeted intervention, remediation, acceleration, and access to a comprehensive course of study. VOCS's continued data collection and analysis will allow staff and parent educators to monitor and adjust individualized student learning plans as needed to achieve this goal. Additionally, 93% of our educational partners expressed their desire to continue this goal and actions, reaffirming the commitment to student success and inclusivity.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percentage of teachers appropriately assigned.	According to 2023 CALPADS Staffing Report, 100% of VOCS' teachers are appropriately assigned			Maintain baseline for teachers appropriately assigned and fully	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>Source: CALPADS Staffing Report, Local data</p> <p>Priority 1(a): Conditions for Learning</p>	<p>and fully credentialed for assignment.</p> <p>Additionally, 30% of VOCS high school teachers were CTE certified.</p>			<p>credentialed for assignment.</p> <p>By 2026-27, more than 35% of VOCS high school teachers will be CTE certified.</p>	
1.2	<p>Percentage of students with access to standards-aligned instructional materials</p> <p>Source: School Accountability Report Card, Local data</p> <p>Priority 1(b): Conditions for Learning</p>	<p>According to the School Accountability Report Card, 100% of VOCS' students had access to standards aligned curriculum and instructional materials.</p>			<p>Maintain baseline of 100%.</p>	
1.3	<p>Percentage of school facilities in "Good Repair"</p> <p>Source: CDE's Facility Inspection Tool (FIT), Local data</p>	<p>All VOCS facilities will have an overall rating of "Good" as reported on the FIT report.</p>			<p>Maintain baseline of "Exemplary".</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 1(c): Conditions for Learning					
1.4	<p>Percentage of parents using state board adopted academic and performance standards for all students.</p> <p>Source: CA School Dashboard, Local data</p> <p>Priority 2(a): Conditions for Learning</p>	<p>Using the local reflection tool on the CA Dashboard, 98% of parents use state standards to help guide their instructional day.</p> <p>According to the 2024 Local Survey, 50% of parent educators attended one or more parent workshops.</p>			<p>By 2026-27, at least 100% of parents will use state standards to help guide their instructional day.</p> <p>By 2026-2027, at least 60% of parent educators will attend one or more parent workshops.</p>	
1.5	<p>Percentage of programs/ services to enable English Learners access to CCSS and ELD standards for the purposes of gaining academic content knowledge and English language proficiency.</p> <p>Source: Local data</p> <p>Priority 2(b): Conditions for Learning</p>	<p>During the 2023-24 school year, 64% of EL Parent Educators attended at least one parent workshop.</p> <p>A review of integrated ELD implementation, from our observation data, shows that 100% of our English Learners have access to CCSS and ELD standards.</p>			<p>By 2026-27, at least 80% of EL Parent Educators will attend at least one parent workshop based on sign-in sheets.</p> <p>Maintain baseline of 100% of our English Learners having access to CCSS and ELD standards.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	<p>Distance From Standard for students on Statewide Assessments (ELA &amp; Math); Percent met or exceeded standard on CAST (Science)</p> <p>Source: CA School Dashboard, CAASPP</p> <p>Priority 4(a): Pupil Outcomes</p>	<p>2023 CAASPP data shows that All Students (3rd-8th and 11th graders), school wide, have averaged the following results:</p> <p>ELA -</p> <p>All students Distance From Standard is -20,</p> <p>SED students Distance From Standard is -33</p> <p>EL students Distance From Standard is -88</p> <p>SWD Distance From Standard is -83</p> <p>Math -</p> <p>All students Distance From Standard is -75</p> <p>SED students Distance From Standard is -102</p> <p>EL students Distance From Standard is -127</p> <p>SWD Distance From Standard is -121</p> <p>Science -</p>			<p>By 2026-27, state wide assessment results will be:</p> <p>ELA - To move students one performance level band:</p> <p>All students Distance From Standard will improve by 15 points ,</p> <p>SED students Distance From Standard will improve by 28 points</p> <p>EL students Distance From Standard will improve by 18 point</p> <p>SWD Distance From Standard will improve by 13 points</p> <p>Math - To move students one</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>All Students Met/Exceeded Standard: 33.89%</p> <p>SED Students Met/Exceeded Standard: 21.88%</p> <p>EL students Met/Exceeded Standard: N/A (fewer than 11 students tested)</p> <p>SWD Met/Exceeded Standard: 5.26%</p>			<p>performance level band:</p> <p>All students Distance From Standard will improve by 50 points</p> <p>SED students Distance From Standard will improve by 7 points</p> <p>EL students Distance From Standard will improve by 32 points</p> <p>SWD Distance From Standard will improve by 26 points</p> <p>Science -</p> <p>All Students Met/Exceeded Standard: 40%</p> <p>SED Students Met/Exceeded Standard: 30%</p> <p>EL students Met/Exceeded Standard: N/A</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					(fewer than 11 students tested) SWD Met/Exceeded Standard: 15%	
1.7	<p>Percentage of pupils that have successfully completed A-G Requirements.</p> <p>Source: CA School Dashboard, Local data</p> <p>Priority 4(b): Pupil Outcomes</p>	<p>According to the 2023 CA School Dashboard, 44% of VOCS students completed A-G requirements with 19% of socioeconomically disadvantaged students meeting A-G requirements.</p>			<p>By 2026-27, the 2026 CA School Dashboard will report an increase of 5% for all students and socioeconomically disadvantaged students meeting A-G requirements.</p>	
1.8	<p>Percentage of pupils that have successfully completed CTE pathways.</p> <p>Source CALPADS, Local data</p> <p>Priority 4(c): Pupil Outcomes</p>	<p>According to the 2022-2023 CALPADS, 2% of all students had a CTE pathway completion.</p>			<p>By 2026-27, at least 5% of all students will have completed a CTE pathway completion as reported by CALPADS.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.9	<p>Percentage of pupils who have successfully completed both 4(b) and 4(c).</p> <p>Source CALPADS, Local data</p> <p>Priority 4(d): Pupil Outcomes</p>	<p>According to the 2022-23 CALPADS 0% of all students successfully completed Priority 4(b) and 4(c).</p>			<p>By 2026-27, at least 3% of all students will have successfully completed Priority 4(b) and 4(c) as reported by CALPADS.</p>	
1.10	<p>Pupil Achievement: Percentage of EL pupils making progress toward English proficiency as measured by ELPAC.</p> <p>Source CA School Dashboard, Local data</p> <p>Priority 4(e): Pupil Outcomes</p>	<p>According to the 2023 CA School Dashboard, 42.1% of VOCS students were making progress towards English language proficiency (19 students). 21% decreased at least one ELPI level, 37% maintained ELPI levels 1, 2L, 2H, 3L, and 3H, 10% maintained ELPI level 4, and 32% EL students progressed at least one ELPI level.</p>			<p>By 2026-27, 35% of VOCS EL students, that are continuously enrolled for three years, will move up at least one level towards English language proficiency, reported on the CA School Dashboard.</p>	
1.11	<p>Reclassification of English Learner rate.</p>	<p>2022-23 Kern KiDS reports: 25% of EL</p>			<p>By 2026-27, more than one of VOCS EL students that are continuously</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source Kern KiDS, Local data  Priority 4(f): Pupil Outcomes	students were reclassified RFEP.			enrolled will be reclassified.	
1.12	Percentage of pupils passing AP exam with 3 or higher.  Source CALPADS, Local data  Priority 4(g): Pupil Outcomes	2023 CALPADS reports VOCS had 0% of students participating in the AP program.			By 2026-27, at least 1% of VOCS high school students will take an AP course.	
1.13	Percentage of pupils who participate in and demonstrate college preparedness on EAP.  Source CA School Dashboard, Local data  Priority 4(h): Pupil Outcomes Priority 4(h): Pupil Outcomes	According to 2023 CAASPP results, the percentage of pupils who participated in and demonstrated college preparedness on EAP were: ELA –30.67%, Math – 6.76%			By 2026-27, as demonstrated by the CAASPP results, VOCS students that participated in and demonstrated college preparedness will be 35% in ELA and 10% in math.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.14	Percent of pupils that have access to and are enrolled in programs/services for pupils with exceptional needs.  Source Local data  Priority 7(c): Course Access	Utilizing the self reflection tool, which identifies broad course of study, 100% of pupils with exceptional needs will have access to a broad course of study.			Maintain baseline of 100% access to a broad course of study.	
1.15	Percent of pupils that have access to and are enrolled in programs/services for unduplicated pupils.  Source Local data  Priority 7(b): Course Access	Utilizing the self reflection tool, which identifies broad course of study, 100% of unduplicated VOCS students have access to a broad course of study.			Maintain baseline of 100% access to a broad course of study.	
1.16	Percent of pupils that have access to and are enrolled in a broad course of study (EC 51210/51220).	According to master schedules and grade level grids and the CA School Dashboard, VOCS provided 100% access to a broad			Maintain baseline of 100% access to a broad course of study.	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source CA School Dashboard, Local data  Priority 7(a): Course Access	course of study to all students as defined by EC51210/512220.				
1.17	Percent of pupil outcomes in subjects described in 51210/51220 (EX: CBM metrics, Physical Fitness Testing, various participation rates etc.)  Source CA School Dashboard, Local data  Priority 8(a): Pupil Outcomes	<p>During the 2023-24 school year, 94% of VOCS 3rd -8th grade students participated in STAR Renaissance testing at least two times during the school year.</p> <p>2024 local data shows that 48% of VOCS high school students participated in CFA or Star Renaissance testing.</p> <p>2023 CA Dashboard shows that 47.1% of all students are prepared on the College and Career Indicator, while 29.4% of socioeconomically disadvantaged students are prepared on the</p>			<p>By 2026-27, at least 97% of VOCS 3rd-8th grade students will participate in STAR Renaissance testing.</p> <p>By 2026-27, at least 65% of VOCS high school students will participate CFA or STAR Renaissance testing.</p> <p>To move students one placement level:</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		College and Career Indicator.			By 2026-27, at least 55% of all students are prepared on the College and Career Indicator while 35% of socioeconomically disadvantaged students are prepared on the College and Career Indicator.	

## Goal Analysis [2023-24]

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

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

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	TK-12 Supplemental Curriculum/Materials	<p>Provide supplemental instructional/intervention materials, curriculum, and software to personalize (differentiate) and improve student learning for socioeconomically disadvantaged students, Foster Youth, and English Learners.</p> <p>Additionally, this action addresses the requirement for an action for students with disabilities (ELA) and socioeconomically disadvantaged students (Math). Progress towards this action will be measured using a variety of methods, including statewide assessment (CAASPP) data, local outcome data, educational partner feedback, and self-reflection tools.</p>	\$110,000.00	Yes
1.2	Technology Support	<p>Provide a reliable and secure digital network to continually enhance and improve VOCS instructional program, available resources (hardware and software), and staff productivity; and to enhance learning for socioeconomically disadvantaged students, Foster Youth, and English Learners.</p>	\$96,500.00	Yes
1.3	Part-Time Counselor	<p>A part-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.</p>	\$124,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	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.	\$89,200.00	Yes
1.5	Support Staff	Working with VOCS teaching staff, support staff 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. Support staff will evaluate current practices and provide academic support, giving priority to socioeconomically disadvantaged students and EL students. Additionally, this action will be used to address the requirement for students with disabilities (ELA) and socioeconomically disadvantaged students (Math).	\$350,380.00	Yes
1.6	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.	\$5,500.00	Yes
1.7	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

Action #	Title	Description	Total Funds	Contributing
1.8	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.	\$168,700.00	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of 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.	Broad Goal

State Priorities addressed by this goal.

- Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

To assist VOCS 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. A review of the needs, conditions, and circumstances of our socioeconomically disadvantaged students and all students was 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. Additionally, 93.4% of our educational partners expressed their desire to continue this goal and actions, reaffirming the commitment to student success and inclusivity.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Participation rate of parent input in making decisions for school sites.  Source Local data	According to the Annual Survey, 98.44% of parent educators received Parent Square announcements.  According to the 2023-24 Annual Educational			By 2026-27, 100% of VOCS parents will receive Parent Square announcements.  At least 65% of VOCS families will participate in the	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 3(a): Engagement	Partners Survey, 41% of families participated.			Annual Educational Partners Survey.	
2.2	Participation rate of parents for unduplicated pupils.  Source Local data  Priority 3(b): Engagement	During the 2023-24 school year, 64% of EL parents attended at least one parent workshop.			By 2026-27, at least 70% of EL parents will attend at least one parent workshop.	
2.3	Participation rate of parent input in programs for students with disabilities.  Source Local data  Priority 3(c): Engagement	2023-24 local data shows that 70% of parents for students with disabilities completed the Annual Special Education Intervention Services Survey.			By 2026-27, at least 90% of parents for students with disabilities will complete the Annual Special Education Intervention Services Survey.	
2.4	School attendance rates.  Source Local data	According to a 2022-23 Aeries report, student attendance rate was 96.5%			Maintain baseline of at least 96% attendance rate.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 5(a): Engagement					
2.5	Chronic absenteeism rates.  Source CA School Dashboard, Local data  Priority 5(b): Engagement	According to the 2023 CA State Dashboard VOCS Chronic Absenteeism Rate was 4.8% and reported all students performed in the green status level.			Maintain baseline of 4% Chronic Absenteeism Rate.	
2.6	Middle school dropout rates.  Source CALPADS, Local data  Priority 5(c): Engagement	2022 CALPADS data reports VOCS middle school dropout was 0%			Maintain baseline of 0% middle school dropout rate.	
2.7	High school dropout rates.  Source CDE Dataquest, CA School Dashboard, Local data	According to CDE Dataquest, VOCS High School Dropout Rate was 1%.			Maintain baseline of 1% High School dropout rate.	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 5(d): Engagement					
2.8	High school graduation rates.  Source CA School Dashboard, Local data  Priority 5(e): Engagement	According to the 2023 CA School Dashboard, VOCS high school graduation rates were: 84.1% for all students; 71% for socioeconomically disadvantaged students.			By 2026-27, VOCS high school graduation rates will be: 90% for all students; 85% for socioeconomically disadvantaged students.	
2.9	Pupil suspension rates.  Source CA School Dashboard  Priority 6(a): Engagement	According to the 2023 CA School Dashboard, all students performed in the very low performance level 0% for suspension rates.			Maintain baseline of 0% suspensions.	
2.10	Pupil expulsion rates.  Source CDE Dataquest, Local data  Priority 6(b): Engagement	According to DataQuest, all students performed in the very low performance level 0% for expulsion rates.			Maintain baseline of 0% expulsion rate.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.11	<p>Sense of safety and school connectedness.</p> <p>Source Local data</p> <p>Priority 6(c): Engagement</p>	<p>A comprehensive safety plan will be updated and in place annually. 100% of VOCS staff will participate in safety training and safety drills.</p> <p>According to the 2024 annual survey, 88% of 4th-12th grade students reported feeling connected to VOCS, and 96% of staff and parents reported feeling valued by VOCS.</p> <p>Annual Survey results report that at least 95% of educational partners feel safe, while on campus.</p> <p>At least 67% of enrolled students participated in an extra-curricular activity.</p> <p>At least 91% of students reported higher levels of</p>			<p>By 2026-27 maintain a comprehensive safety plan, and 100% of VOCS staff participated in safety training and safety drills.</p> <p>Annual Survey results will report that at least 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>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		engagement as reported on the Student Annual Survey.			At least 95% of students will report higher levels of engagement as reported on the Student Annual Survey.	

## Goal Analysis [2023-24]

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

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

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
<b>2.1</b>	Full-Time Counselor	A full-time counselor will provide academic and social emotional 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.	\$148,250.00	Yes
<b>2.2</b>	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.	\$34,000.00	Yes

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$961,057	\$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
8.178%	0.000%	\$0.00	8.178%

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

## Required Descriptions

### LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p><b>Action:</b> TK-12 Supplemental Curriculum/Materials</p> <p><b>Need:</b> Ensuring access to TK-12 Supplemental Curriculum/Materials for all students, particularly those from socioeconomically</p>	For SED students, access to supplemental curriculum and materials can bridge the gap in resources and support, helping to mitigate the educational disparities they may face. It provides them with the necessary tools to excel academically and reach their full potential.	<p>Progress towards this action will be measured using a variety of metrics (priorities), including the following metrics:</p> <p>1.2</p> <p>1.4</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>disadvantaged (SED), English learner (EL), and foster youth (FY) backgrounds, is paramount for our homeschool/independent study charter school. These resources are essential for facilitating equitable educational opportunities, regardless of students' backgrounds or circumstances. Based on surveys and discussions, educational partners advocate for continuing the specialized curriculum program tailored to individual needs. Notably, our SED students have tested in the red in math on the CA Dashboard, indicating areas for improvement, and they also exhibit a lower graduation rate at our school. The data highlights the need for our efforts. In ELA, the Distance From Standard is -20 for all students, -33 for SED students, -88 for EL students, and -83 for students with disabilities (SWD). Similarly, in math, the Distance From Standard is -75 for all students, -102 for SED students, -127 for EL students, and -121 for SWD. These statistics underscore the gaps that need to be bridged to ensure all students, particularly those facing various challenges, receive the necessary support and resources to thrive academically.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Similarly, for EL students, tailored supplemental materials can aid in language acquisition and comprehension, fostering a supportive learning environment conducive to their linguistic development.</p> <p>Additionally, for FY students who may have experienced instability or disruptions in their education, access to comprehensive supplemental curriculum and materials can offer stability and continuity in their learning journey, empowering them to stay engaged and succeed academically.</p> <p>As a homeschool/independent study charter school, providing proper curriculum and materials to parents is vital for fostering a collaborative learning environment where parents can effectively support their children's education. By ensuring access to TK-12 Supplemental Curriculum/Materials for all students, we uphold our commitment to equity, inclusion, and academic excellence for every learner in our community.</p>	<p>1.5 1.6 1.14 1.15</p>
1.2	<p><b>Action:</b> Technology Support</p>	<p>In today's society, being technology-savvy is vital for success in both academic and professional realms. By equipping our students with access to</p>	<p>Progress towards this action will be measured using a variety of metrics</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p><b>Need:</b></p> <p>Providing technology support to our students, particularly socioeconomically disadvantaged (SED), English learner (EL), and foster youth (FY) students, is essential for ensuring equitable access to education in today's digital age. Based on surveys and discussions, educational partners advocate for preserving technology support. In ELA, the Distance From Standard is -20 for all students, -33 for SED students, -88 for EL students, and -83 for students with disabilities (SWD). Similarly, in math, the Distance From Standard is -75 for all students, -102 for SED students, -127 for EL students, and -121 for SWD. These statistics underscore the gaps that need to be bridged to ensure all students, particularly those facing various challenges, receive the necessary support and resources to thrive academically.</p> <p><b>Scope:</b></p> <p>LEA-wide</p>	<p>technology, we not only enhance their learning experiences but also prepare them for the demands of a technology-driven world. This is particularly crucial for SED, EL, and FY students who may face additional barriers to accessing traditional educational resources.</p> <p>By offering chromebooks for classroom and at-home use, as well as subscriptions to online curriculum, we empower students to engage with educational resources regardless of their circumstances. Moreover, providing technology support extends to homeschool families, as access to digital tools and online curriculum enables them to effectively facilitate their children's education. By bridging the digital divide and ensuring equitable access to technology, we empower all students to thrive academically and become competent, confident users of technology in today's society.</p>	<p>(priorities), including the following metrics:</p> <p>1.2</p> <p>1.3</p> <p>1.4</p> <p>1.5</p> <p>1.6</p> <p>1.7</p> <p>1.9</p> <p>1.12</p> <p>1.15</p>
1.3	<p><b>Action:</b></p> <p>Part-Time Counselor</p> <p><b>Need:</b></p> <p>In 2023, 44% of VOCS students completed A-G requirements, with only 19% of</p>	<p>The part-time counselor will be instrumental in our mission to ensure all students graduate prepared for college and career success. They will provide personalized academic guidance, assisting students with course selection, credit tracking, and meeting graduation requirements. Additionally, the counselor will offer comprehensive support for college and career readiness, including help with</p>	<p>Progress towards this action will be measured using a variety of metrics (priorities), including the following metrics:</p> <p>1.7</p> <p>1.9</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>socioeconomically disadvantaged students meeting them. CAASPP results from the same year show college preparedness rates of 30.67% in ELA and 6.76% in Math.</p> <p>Additionally, 2023 CA Dashboard shows that 47.1% of all students are prepared on the College and Career Indicator, while 29.4% of socioeconomically disadvantaged students are prepared on the College and Career Indicator showing an added need for our SED students.</p> <p>Having a part-time counselor is crucial for our homeschool/independent charter school. Based on surveys and discussions, educational partners emphasize the importance of providing pathways for students directly entering the workforce or pursuing college after high school. The counselor provides academic planning and college and career guidance and help students transition to post-secondary education or the workforce. Ultimately, the counselor improves the educational experience, fostering student success and well-being while assisting students and parents in our school community.</p> <p><b>Scope:</b> LEA-wide</p>	<p>applications, financial aid, and career exploration. Collaborating with students, parents, and educators, they will develop individualized plans aligned with students' interests and aspirations, empowering them to achieve their goals.</p> <p>Moreover, the counselor will facilitate workshops and seminars on college preparation, resume building, interview skills, and financial literacy. Through ongoing mentorship and support, they will equip students with essential skills and knowledge for success in higher education and the workforce. Overall, the part-time counselor will play a vital role in providing comprehensive guidance to students, ensuring they graduate ready to thrive in their chosen paths beyond high school.</p>	<p>1.12 1.13 1.15 1.16</p>



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<p><b>1.4</b></p>	<p><b>Action:</b> Career Associate</p> <p><b>Need:</b> Through surveys and discussions, educational partners emphasize the importance of providing pathways for students directly entering the workforce or pursuing college after high school. Our school uses a career associate to connect education with the workforce, offering vital support and resources for students' future careers. The 2022-2023 CALPADS data indicates that only 2% of students completed a CTE pathway, and 0% successfully finished Priority 4(b) and 4(c), underscoring the necessity for our students.</p> <p>Additionally, 2023 CA Dashboard shows that 47.1% of all students are prepared on the College and Career Indicator, while 29.4% of socioeconomically disadvantaged students are prepared on the College and Career Indicator showing an added need for our SED students.</p> <p><b>Scope:</b> LEA-wide</p>	<p>A career associate is essential in our school, aiding students in developing career readiness skills like resume writing, interview prep, and professional etiquette, ensuring their success in the job market. They provide ongoing mentorship, guiding students through career planning, identifying strengths, and achieving goals. Their presence helps students graduate academically prepared and equipped with the tools, confidence, and connections to excel in their careers. Additionally, they help students explore career pathways, gain practical experience through internships, and develop employability skills like communication and teamwork.</p>	<p>Progress towards this action will be measured using a variety of metrics (priorities), including the following metrics:</p> <p>1.8 1.9 1.16</p>
<p><b>1.5</b></p>	<p><b>Action:</b></p>	<p>Support staff will provide personalized academic support tailored to the unique needs and learning</p>	<p>Progress towards this action will be measured</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Support Staff</p> <p><b>Need:</b></p> <p>Through surveys and discussions, educational partners advocated for expanded support staff to be available to provide support for students. Support staff, including tutors, paraprofessionals, and instructional aides, will provide targeted assistance and intervention for our socioeconomically disadvantaged (SED), English learner (EL), and foster youth (FY) students. In ELA, the Distance From Standard is -20 for all students, -33 for SED students, -88 for EL students, and -83 for students with disabilities (SWD). Similarly, in math, the Distance From Standard is -75 for all students, -102 for SED students, -127 for EL students, and -121 for SWD. These statistics underscore the gaps that need to be bridged to ensure all students, particularly those facing various challenges, receive the necessary support and resources to thrive academically.</p> <p><b>Scope:</b></p> <p>LEA-wide</p>	<p>styles of SED, EL, and FY students, aiding them in overcoming challenges and achieving success, thus preparing them to graduate college and/or career ready. Additionally, they will offer targeted remediation and enrichment activities, ensuring all students receive instruction at their appropriate level, further enhancing their readiness for post-secondary education or entering the workforce. Facilitating small group instruction, support staff will address specific academic needs and learning gaps among students, fostering academic growth and competence necessary for success beyond high school. Moreover, they will build positive relationships with students, serving as mentors and advocates to help them navigate challenges and build confidence, ultimately equipping them with the skills and resilience needed to thrive in college and/or their chosen careers.</p>	<p>using a variety of metrics (priorities), including the following metrics:</p> <p>1.6 1.10 1.13 1.17</p>
1.7	<p><b>Action:</b></p> <p>Professional Learning</p> <p><b>Need:</b></p>	<p>Professional learning will enable educators to continuously improve by staying updated on best practices, research-based strategies, and innovative approaches in education. This ongoing development fosters a culture of excellence, ensuring educators are equipped with the</p>	<p>Progress towards this action will be measured using a variety of metrics (priorities), including the following metrics:</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Investing in professional development for staff and parent educators is crucial. According to surveys and discussions with educational partners, the need for professional development opportunities in ELA and math is encouraged. In 2023, the CALPADS Staffing Report shows that 100% of VOCS' teachers were appropriately assigned and fully credentialed. During 2023-24, 64% of EL Parent Educators attended at least one workshop. This continued investment enhances instructional effectiveness, promotes equity and inclusion, and improves outcomes for all students, including those from SED, EL, and FY backgrounds.</p> <p><b>Scope:</b> LEA-wide</p>	<p>knowledge and skills to effectively support all students. Additionally, professional learning promotes equity and inclusion by enhancing understanding of diversity and addressing the unique needs of students, including those from socioeconomically disadvantaged (SED), English learner (EL), and foster youth (FY) backgrounds.</p> <p>Furthermore, professional learning provides educators with strategies for differentiated instruction, ensuring that students with varying levels of readiness, language proficiency, and socio-emotional needs receive meaningful learning experiences tailored to their strengths and challenges. Data-informed decision making equips educators to identify areas for growth, monitor progress, and adjust instruction to better meet the needs of SED, EL, and FY students. Moreover, training on trauma-informed practices enables educators to create safe and supportive environments for students who have experienced trauma, promoting resilience, healing, and academic success among these students. Collaboration among educators facilitates the exchange of ideas and resources, creating a professional community where staff can learn from each other and effectively support SED, EL, and FY students by leveraging collective expertise and experiences.</p>	<p>1.1 1.4 1.5</p>
1.8	<p><b>Action:</b> Program Specialist</p>	<p>A program specialist will conduct comprehensive needs assessments to identify specific challenges faced by socioeconomically disadvantaged (SED),</p>	<p>Progress towards this action will be measured using a variety of metrics</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p><b>Need:</b></p> <p>The program specialist will serve as a dedicated advocate and resource for SED, EL, and FY students, working collaboratively with educational partners to ensure that all students and parents have the support and opportunities they need to thrive academically, socially, and emotionally. Educational partners feel that continuing parent workshops and induction programs are beneficial for all. In ELA, the Distance From Standard is -20 for all students, -33 for SED students, -88 for EL students, and -83 for students with disabilities (SWD). Similarly, in math, the Distance From Standard is -75 for all students, -102 for SED students, -127 for EL students, and -121 for SWD. These statistics underscore the gaps that need to be bridged to ensure all students, particularly those facing various challenges, receive the necessary support and resources to thrive academically.</p> <p><b>Scope:</b></p> <p>LEA-wide</p>	<p>English learner (EL), and foster youth (FY) students, analyzing data and gathering educational partner input. Based on the assessment, they will develop targeted programs and initiatives to support these students academically, linguistically, and socio-emotionally, ensuring access to necessary resources and opportunities for success. Moreover, the specialist will coordinate resources and services, collaborating with community organizations and educational partners to provide additional support such as tutoring, counseling, and healthcare. Additionally, the program specialist will monitor and evaluate program effectiveness, advocating for student needs within the school community and fostering collaboration to secure funding and implement supportive policies and practices.</p>	<p>(priorities), including the following metrics:</p> <p>1.14</p> <p>1.15</p> <p>1.16</p> <p>1.17</p>
<p><b>2.1</b></p>	<p><b>Action:</b></p> <p>Full-Time Counselor</p> <p><b>Need:</b></p>	<p>A full-time counselor will address graduation barriers for socio-economically disadvantaged (SED) students by offering targeted support like counseling services, connecting them with community resources, and advocating within the school system. Collaborating with the staff will</p>	<p>Progress towards this action will be measured using a variety of metrics (priorities), including the following metrics:</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>A full-time counselor is vital for meeting SED students' social-emotional needs and preparing all students for college and careers. Based on surveys and discussions, educational partners stressed the importance of maintaining counselors to aid struggling students academically and emotionally. In addition, counselors tackle graduation hurdles, foster resilience, enhance academic involvement, and prioritize equity. In 2023, VOCS achieved an 84.1% graduation rate overall, with 71% for SED students and only a 1% dropout rate. Moreover, local data reveals that at least 67% of students participated in on-campus extracurricular activities, highlighting the ongoing necessity for student support.</p> <p><b>Scope:</b> LEA-wide</p>	<p>foster a positive, inclusive climate to boost student engagement and academically empower all students, including SED students. Additionally, the counselor will help students develop coping and stress management skills and essential social-emotional skills for college and career readiness. They'll assist with college applications, career exploration, and accessing financial aid to ensure equitable opportunities for all students.</p>	<p>2.4 2.5 2.6 2.7 2.8 2.9 2.10 2.11</p>
<p><b>2.2</b></p>	<p><b>Action:</b> School Pride, Connectedness, and Incentives</p> <p><b>Need:</b> School pride, connectedness, and incentives are crucial for fostering a positive environment in homeschool/independent study schools, particularly for socio-economically disadvantaged English learners and foster youth students. Based on surveys and</p>	<p>Fostering school pride enhances the educational experience, instilling belonging and ownership in the community. Particularly crucial for socio-economically disadvantaged (SED), English learner (EL), and foster youth (FY) students, it boosts self-esteem and confidence. Building connectedness is vital for social-emotional well-being and academic success, especially in homeschool settings.</p>	<p>Progress towards this action will be measured using a variety of metrics (priorities), including the following metrics:</p> <p>2.1 2.2 2.3 2.11</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>discussions, educational partners underscored the need for improved communication between school and home to enhance school connectedness and expand on-site activities. According to the 2024 annual survey, 88% of 4th- 12th-grade students reported feeling connected to VOCS, and at least 67% of enrolled students engaged in extracurricular activities. These statistics underscore the continued need for investment in these areas.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Providing incentives is a powerful tool in motivating students to set and achieve goals. It not only reinforces a culture of excellence but also plays a crucial role in promoting equity and inclusion. By prioritizing the needs of all students, the school fosters a sense of belonging and ensures recognition for contributions. This approach creates an empowering environment where every student, regardless of their background or circumstances, can thrive academically and personally.</p>	

### **Limited Actions**

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
<p><b>1.6</b></p>	<p><b>Action:</b> English Learner Support</p> <p><b>Need:</b> Through surveys and discussions, principals and administrators highlight the need for EL support. According to the 2023 CA School</p>	<p>Given our low English Learner population, we will address their needs as they arise, ensuring they receive the necessary support and resources to succeed academically and socially. Despite the smaller numbers, we remain committed to providing tailored assistance and advocacy to meet the unique needs of each English learner, fostering a supportive and inclusive environment for their growth and success.</p>	<p>Progress towards this action will be measured using a variety of metrics (priorities), including the following metrics:</p> <p>1.10 1.11</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Dashboard, 42.1% of VOCS students were making progress towards English language proficiency (19 students). 21% decreased at least one ELPI level, 37% maintained ELPI levels 1, 2L, 2H, 3L, and 3H, 10% maintained ELPI level 4, and 32% EL students progressed at least one ELPI level.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>		

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

VOCS does not have any limited actions that are associated with a Planned Percentage of Improved Services.

### ***Additional Concentration Grant Funding***

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

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	1:104	

<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 certificated staff providing direct services to students	1:17	



# 2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	11,751,730	961,057	8.178%	0.000%	8.178%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,136,530.00				\$1,136,530.00	\$880,530.00	\$256,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	TK-12 Supplemental Curriculum/Materials	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$110,000.00	\$110,000.00				\$110,000.00
1	1.2	Technology Support	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$96,500.00	\$96,500.00				\$96,500.00
1	1.3	Part-Time Counselor	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Bakersfield and Tehachapi High School 9 - 12		\$124,000.00	\$0.00	\$124,000.00				\$124,000.00
1	1.4	Career Associate	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Bakersfield and Tehachapi High School 9 - 12		\$89,200.00	\$0.00	\$89,200.00				\$89,200.00
1	1.5	Support Staff	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$350,380.00	\$0.00	\$350,380.00				\$350,380.00
1	1.6	English Learner Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$0.00	\$5,500.00	\$5,500.00				\$5,500.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	
					s)											
1	1.7	Professional Learning	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$10,000.00	\$10,000.00				\$10,000.00
1	1.8	Program Specialist	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$168,700.00	\$0.00	\$168,700.00				\$168,700.00
2	2.1	Full-Time Counselor	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$148,250.00	\$0.00	\$148,250.00				\$148,250.00
2	2.2	School Pride, Connectedness, and Incentives	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$34,000.00	\$34,000.00				\$34,000.00

# 2024-25 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
11,751,730	961,057	8.178%	0.000%	8.178%	\$1,136,530.00	0.000%	9.671 %	<b>Total:</b>	\$1,136,530.00
								<b>LEA-wide Total:</b>	\$1,131,030.00
								<b>Limited Total:</b>	\$5,500.00
								<b>Schoolwide Total:</b>	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	TK-12 Supplemental Curriculum/Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$110,000.00	
1	1.2	Technology Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$96,500.00	
1	1.3	Part-Time Counselor	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Bakersfield and Tehachapi High School 9 - 12	\$124,000.00	
1	1.4	Career Associate	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Bakersfield and Tehacahapi High School 9 - 12	\$89,200.00	
1	1.5	Support Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$350,380.00	

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	1.6	English Learner Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$5,500.00	
1	1.7	Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	
1	1.8	Program Specialist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$168,700.00	
2	2.1	Full-Time Counselor	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$148,250.00	
2	2.2	School Pride, Connectedness, and Incentives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$34,000.00	

# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,365,803.00	\$1,417,259.00

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	\$79,000.00	\$130,000.00
1	1.2	Technology Support	Yes	\$90,000.00	\$90,000.00
1	1.3	Full-Time Counselor	Yes	\$146,000.00	\$146,000.00
1	1.4	Career Associate	Yes	\$84,252.00	\$88,000.00
1	1.5	Support Staff	Yes	\$369,198.00	\$350,000.00
1	1.6	English Learner Support	Yes	\$5,000.00	\$6,000.00
1	1.7	Foster Youth Support	Yes	\$1,000.00	\$0
1	1.8	Professional Learning	Yes	\$10,000.00	\$5,000.00
1	1.9	Program Specialist	Yes	\$160,353.00	\$182,000.00
2	2.1	Part-Time Counselor	Yes	\$113,000.00	\$120,000.00

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)
2	2.2	School Pride, Connectedness, and Incentives	Yes	\$25,000.00	\$20,500.00
2	2.3	Community Partnerships	No	\$283,000.00	\$279,759.00

# 2023-24 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)
\$959,885.00	\$1,082,803.00	\$1,137,700.00	(\$54,897.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	TK-12 Supplemental Curriculum/Materials	Yes	\$79,000.00	\$130,000.00	0.00%	0.00%
1	1.2	Technology Support	Yes	\$90,000.00	\$90,000.00	0.00%	0.00%
1	1.3	Full-Time Counselor	Yes	\$146,000.00	\$146,000.00	0.00%	0.00%
1	1.4	Career Associate	Yes	\$84,252.00	\$88,000.00	0.00%	0.00%
1	1.5	Support Staff	Yes	\$369,198.00	\$350,000.00	0.00%	0.00%
1	1.6	English Learner Support	Yes	\$5,000.00	\$6,000.00	0.00%	0.00%
1	1.7	Foster Youth Support	Yes	\$1,000.00	\$0	0.00%	0.00%
1	1.8	Professional Learning	Yes	\$10,000.00	\$5,000.00	0.00%	0.00%
1	1.9	Program Specialist	Yes	\$160,353.00	\$182,200.00	0.00%	0.00%
2	2.1	Part-Time Counselor	Yes	\$113,000.00	\$120,000.00	0.00%	0.00%
2	2.2	School Pride, Connectedness, and Incentives	Yes	\$25,000.00	\$20,500.00	0.00%	0.00%

To Add a Row: Click "Add Row."

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.

# 2023-24 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)
\$ 961,057.00	\$959,885.00	0.00%	0.000%	\$1,137,700.00	0.000%	0.000%	\$0.00	0.000%



# Local Control and Accountability Plan Instructions

## [Plan Summary](#)

## [Engaging Educational Partners](#)

## [Goals and Actions](#)

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

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [LCFF@cde.ca.gov](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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
    - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

### General Information

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

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

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

### Reflections: Annual Performance

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

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

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

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

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

### Reflections: Technical Assistance

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

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

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

### **Comprehensive Support and Improvement**

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

#### *Schools Identified*

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

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

#### *Support for Identified Schools*

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

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

#### *Monitoring and Evaluating Effectiveness*

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

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

## **Engaging Educational Partners**

### **Purpose**

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

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

### **Requirements**

**School districts and COEs:** *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

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

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

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

**Charter schools:** *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

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

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

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

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

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

- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## Instructions

### Respond to the prompts as follows:

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

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

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

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

### Complete the table as follows:

#### Educational Partners

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

#### Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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



An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

#### **Description**

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

#### **Type of Goal**

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

#### **State Priorities addressed by this goal.**

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

## Broad Goal

### Description

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

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

## Type of Goal

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

## State Priorities addressed by this goal.

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

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

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

## **Maintenance of Progress Goal**

### Description

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

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

## Type of Goal

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

## State Priorities addressed by this goal.

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

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

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

## **Measuring and Reporting Results:**

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

#### Metric #

- Enter the metric number.

#### Metric

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

#### Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.

- This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
  - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

### Year 1 Outcome

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

### Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

### Target for Year 3 Outcome

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

### Current Difference from Baseline

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

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

**Actions:**

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

### Total Funds

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

### Contributing

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

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

### Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.



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

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

### Purpose

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

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

### Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

### LEA-wide and Schoolwide Actions

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

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

### For School Districts Only

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

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

## Requirements and Instructions

Complete the tables as follows:

### Total Projected LCFF Supplemental and/or Concentration Grants

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

### Projected Additional 15 percent LCFF Concentration Grant

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

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

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

## LCFF Carryover — Percentage

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

## LCFF Carryover — Dollar

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

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

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

## Required Descriptions:

### LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

### Identified Need(s)

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

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

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

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

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

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

### **Metric(s) to Monitor Effectiveness**

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

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

### **Limited Actions**

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

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

Complete the table as follows:

### **Identified Need(s)**

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

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

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

### **Metric(s) to Monitor Effectiveness**

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

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

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

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

### **Additional Concentration Grant Funding**

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

## Action Tables

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

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

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

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

## Total Planned Expenditures Table

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

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for



purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

## Contributing Actions Table

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

## Annual Update Table

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

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

# Contributing Actions Annual Update Table

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

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

# LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

# Calculations in the Action Tables

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

**Contributing Actions Table**

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

**Contributing Actions Annual Update Table**

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on 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 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.  
  
The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).