LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Valley Oaks Charter School (VOCS)
CDS Code: 15101571530492
School Year: 2025-26
LEA contact information:
Becky Bartz
Director II
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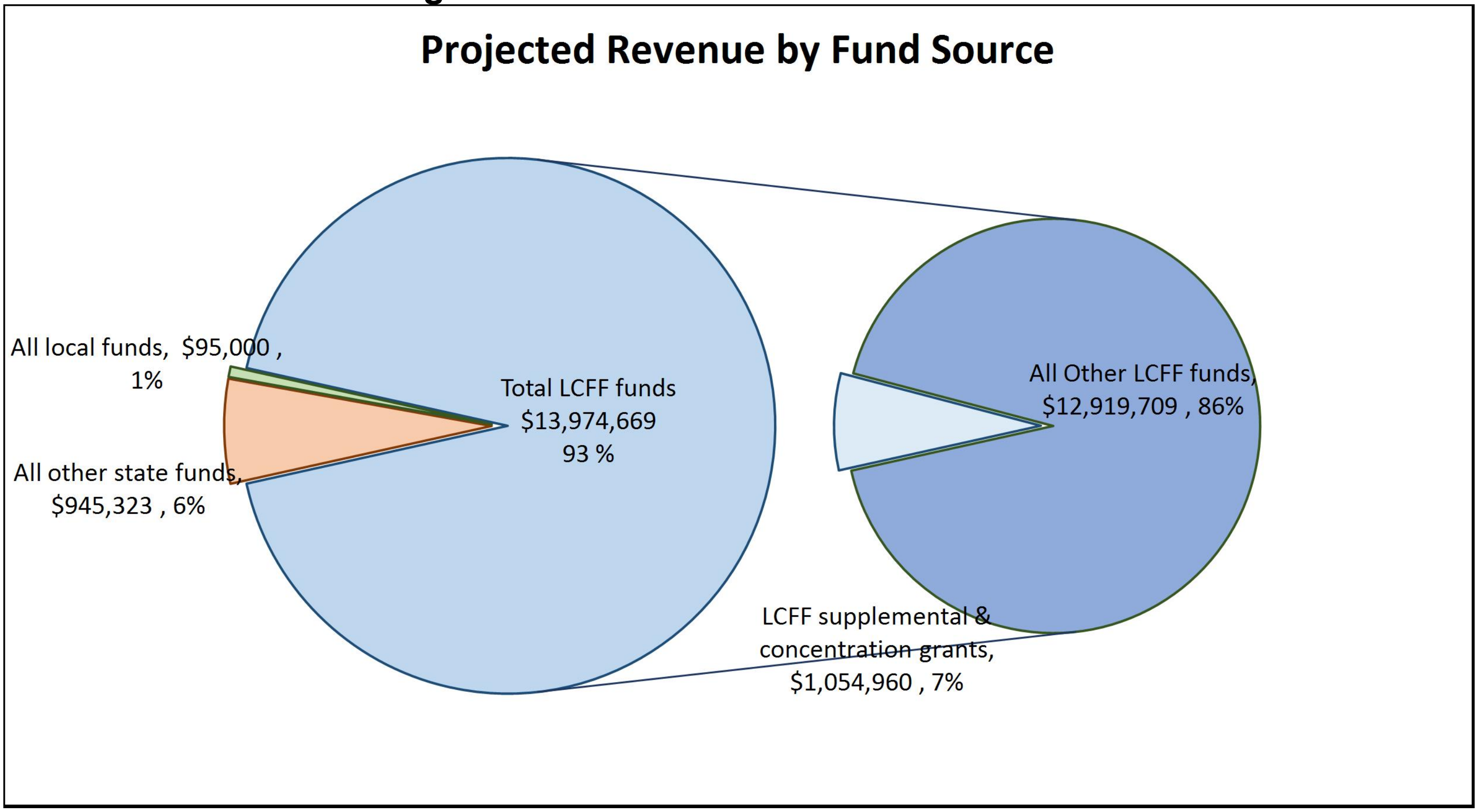
(661) 636-4428

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

Budget Overview for the 2025-26 School Year

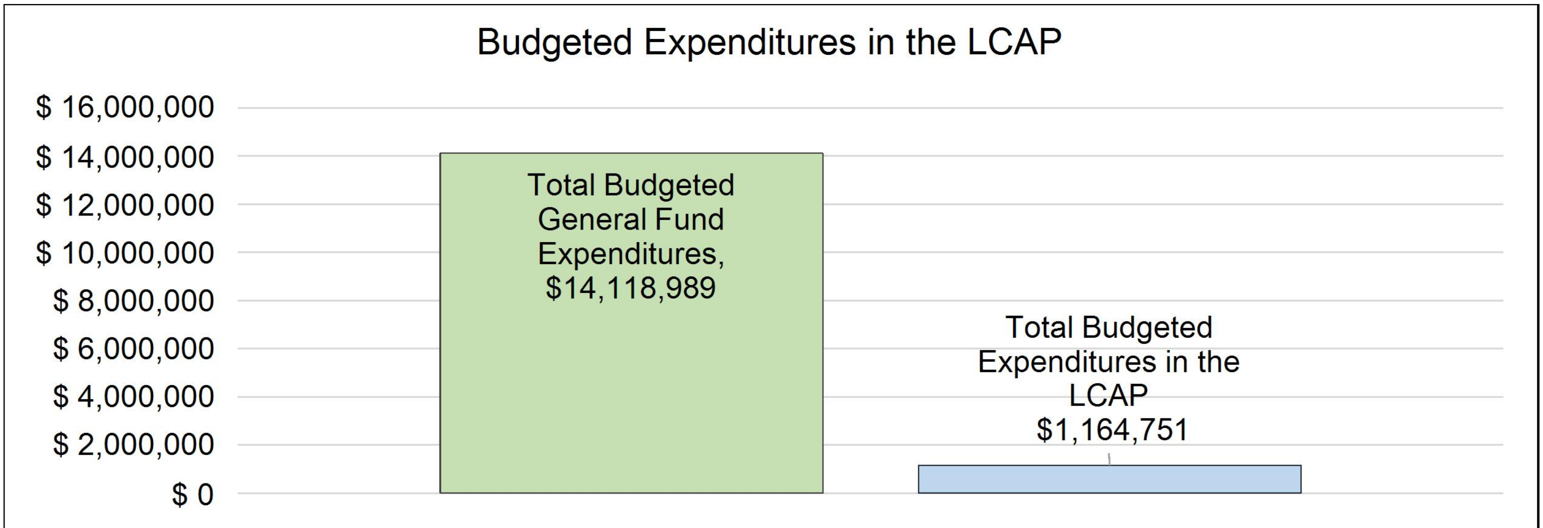


This chart shows the total general purpose revenue Valley Oaks Charter School (VOCS) expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Valley Oaks Charter School (VOCS) is $15,014,992, of which $13,974,669 is Local Control Funding Formula (LCFF), $945,323 is other state funds, $95,000 is local funds, and $0 is federal funds. Of the $13,974,669 in LCFF Funds, $1,054,960 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 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

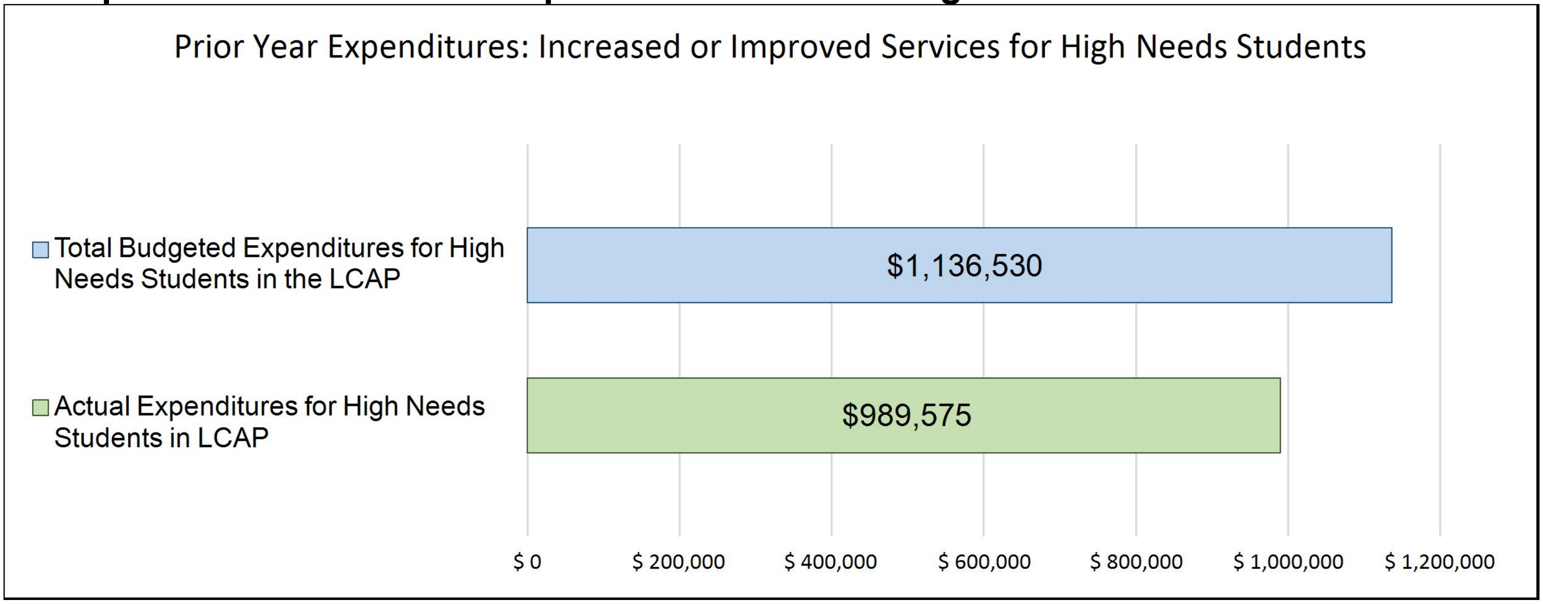
The text description of the above chart is as follows: Valley Oaks Charter School (VOCS) plans to spend $14,118,989 for the 2025-26 school year. Of that amount, $1,164,751 is tied to actions/services in the LCAP and $12,954,238 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Valley Oaks Charter School (VOCS) is projecting it will receive $1,054,960 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 $1,164,751 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 2024-25



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 2024-25, Valley Oaks Charter School (VOCS)'s LCAP budgeted $1,136,530 for planned actions to increase or improve services for high needs students. Valley Oaks Charter School (VOCS) actually spent $989,575 for actions to increase or improve services for high needs students in 2024-25.

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 [2025-26]

General Information

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

Valley 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 1,052 Kern County students in five TK-8 programs and two High School programs, with 37% of our student population representing our LCFF unduplicated student count, including two foster youth and one homeless students. VOCS student population is made up of 49% white (518 students), 38% Hispanic (401 students), 7% Two or More Races (74 students), and 1% Asian (13 students). Additionally, the VOCS student population is made up of 35% socioeconomically disadvantaged (374 students), 11% students with disabilities (116 students), and 1% English learners (10 students), as reported in April 2024 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.

Valley Oaks Charter School (VOCS) is proud of the progress made during the 2024–25 school year. After reviewing state and local performance indicators, monitoring internal assessment tools, and gathering extensive feedback from educational partners, VOCS is pleased to report strong outcomes in several key areas.

Local Performance Indicators:
VOCS successfully met all local performance indicator goals, including:

Basics (Teachers, Instructional Materials, and Facilities)
Access to a Broad Course of Study
Implementation of Academic Standards
Parent Engagement

Local Climate Survey: This reflects the school’s commitment to maintaining a high-quality, inclusive, and supportive learning environment.

Staffing & Campus Climate:
Despite staffing transitions—including the addition of seven teachers and five support staff—VOCS staff demonstrated strong collaboration and dedication, maintaining a welcoming and effective program across all sites. Most vacancies were filled, and recruitment efforts remain active for the few that remain.

Program Expansion & Student Engagement:
The enrichment program continued to grow, with expanded workshops, clubs, and field trips enhancing student engagement beyond the core curriculum. The Reading Intervention and Music programs were maintained at both elementary sites, and a Math Intervention program was added to support academic growth. Trade-focused programs in woodshop, construction, HVAC, and welding remained active, while CTE continued with five established pathways. College and career readiness guidelines aligned to state metrics remained in place to support student planning.

Educational Partner Satisfaction:
Educational partner input remained a cornerstone of decision-making. Survey data revealed:

90% feel valued by VOCS
96% report timely staff communication
92% feel connected to the school
95% agree VOCS fosters a caring, high-expectation learning environment
94% of students feel safe, 92% feel engaged, and 94% believe their feelings matter

Additional 2025 survey data showed:

41% of families use the supplemental curriculum program
59% of parents attended one or more parent workshops
98% of partners say students have necessary materials
45% of students use Chromebooks at home
97% believe VOCS prepares students for future college and/or career pathways

Academic Performance – CAASPP & CAST

The 2024 state assessment results revealed varied outcomes across subject areas and student groups.

CAASPP Results:

English Language Arts (ELA):
40.5% of all students met or exceeded standards
36% of socioeconomically disadvantaged (SED) students met or exceeded standards
Distance from Standard (DFS):
All Students: -30
SED Students: -42
English Learners (EL): -105
Students with Disabilities (SWD): -68

Mathematics:
21% of all students met or exceeded standards
16% of SED students met or exceeded standards
Distance from Standard (DFS):
All Students: -85
SED Students: -100
EL Students: -130
SWD: -105

CAST (Science) Results:
29.1% of all students met or exceeded standards

21.03% of SED students met or exceeded standards
17% of EL students met or exceeded standards
25% of SWD students met or exceeded standards

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. Despite slight declines across all areas, SED students and students with disabilities remain in the red performance level for ELA and Math, highlighting the need to sustain and strengthen targeted supports through Actions 1.1 and 1.5.

Winter 2025 STAR Renaissance Results for Reading and Math:

Reading (Grades 3–8): 79% of students scored At/Above Benchmark; 52% of SED students reached benchmark; EL students declined to 14%
Math (Grades 3–8): 40% of students demonstrated proficiency; 52% of SED students reached proficiency; EL students held at 14%
These results show encouraging growth for ELA and identify areas for focused improvement in Math—especially in supporting English Learners.

Dashboard Indicators:
Valley Oaks Charter School has reviewed the 2023 California School Dashboard and identified key performance indicators that will remain unchanged throughout the 2024-2027 LCAP cycle. This reflection highlights student groups that received the lowest performance level (Red) on one or more state indicators.
Student groups receiving a Red Performance Indicator School-wide include:
Students with Disabilities (English Language Arts)
Socioeconomically Disadvantaged Students (Math)

Looking Ahead:
VOCS continues to make steady progress toward its LCAP goals through:

Personalized learning plans
Chromebook distribution
Access to online learning tools
Strengthened support staffing

VOCS has no unexpended LREBG funds. Through continued input from stakeholders and use of both state and local data, VOCS remains committed to its core goals: fostering academic achievement and promoting student connectedness. While achievement gaps persist, the school is actively addressing these challenges through focused, data-informed actions to support all learners—especially those in underserved 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	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 10 EL students (1% of the student population), an ELPAC Committee is not needed.
VOCS Students	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.
VOCS Certificated Staff	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

Educational Partner(s)	Process for Engagement
	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.
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.
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.
SELPA Administration	Valley Oaks Charter School includes all students when collecting data and in the development of the LCAP. Therefore, students with disabilities are not called out individually. SELPA Administration met with VOCS on April 22, 2025, to discuss the successes and concerns found during the special education plan process.
Community/Partner Agencies	VOCS maintained strong partnerships with KCSOS for EL, SELPA, Foster Youth, and curriculum support services as needed. Collaborations with Bakersfield College, Cerro Coso College, KHSD/ROC, and Kern High School District continued to support high school programming. Through our partnership with CSU Bakersfield’s America Learns, tutors were provided to assist students needing additional academic support. With guidance from our part-time counselor, we are continuing to actively explore ways to expand dual enrollment offerings next year in support of Goal 1. VOCS also continued to partner with local businesses and the Buena Vista Museum to enhance student learning opportunities.
Bargaining Units	VOCS met with the bargaining units on May 8, 2025 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 2025-26 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 2024-2025 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 May 12, 2025, and May 19, 2025, culminating in the approval of the 2025-2026 LCAP.

After analyzing data and collaborating with all educational partners, Valley Oaks Charter School (VOCS) identified several key themes that have shaped the 2025-26 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 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. Source: CALPADS Staffing Report, Local data	According to 2023 CALPADS Staffing Report,100% of VOCS' teachers are appropriately assigned and fully credentialed for assignment.	According to 2024 CALPADS Staffing Report, 100% of VOCS' teachers are appropriately assigned, which is above average for the state.		Maintain baseline for teachers appropriately assigned and fully credentialed for assignment.	No change from the baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 1(a): Conditions for Learning	Additionally, 30% of VOCS high school teachers were CTE certified.	Additionally, 30% of VOCS high school teachers were CTE certified.		By 2026-27, more than 35% of VOCS high school teachers will be CTE certified.	
1.2	Percentage of students with access to standards-aligned instructional materials Source: School Accountability Report Card, Local data Priority 1(b): Conditions for Learning	According to the School Accountability Report Card,100% of VOCS' students had access to standards aligned curriculum and instructional materials.	According to the 2024 School Accountability Report Card, 100% of VOCS' students have access to standards-aligned curriculum and instructional		Maintain baseline of 100%.	No change from the baseline.
1.3	Percentage of school facilities in "Good Repair" Source: CDE's Facility Inspection Tool (FIT), Local data Priority 1(c): Conditions for Learning	All VOCS facilities will have an overall rating of “Good” as reported on the FIT report.	The 2024 FIT reports found all facilities had an overall rating of "Exemplary" on the FIT report.		Maintain baseline of "Exemplary".	Increased one level from baseline.
1.4	Percentage of parents using state board adopted academic and performance standards for all students. Source: CA School Dashboard, Local data	Using the local reflection tool on the CA Dashboard, 98% of parents use state standards to help guide their instructional day.	Using the local reflection tool on the 2024 CA Dashboard, 98% of parents use state standards to help guide their instructional day.		By 2026-27, at least 100% of parents will use state standards to help guide their instructional day.	No change from the baseline in the percentage of parents using state standards to guide their instructional day.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 2(a): Conditions for Learning	According to the 2024 Local Survey, 50% of parent educators attended one or more parent workshops.	According to the 2025 Local Survey, 59% of parent educators attended one or more parent workshops.		By 2026-2027, at least 60% of parent educators will attend one or more parent workshops.	There was a 9% increase in the number of parent educators who attended one or more workshops.
1.5	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. Source: Local data Priority 2(b): Conditions for Learning	During the 2023-24 school year, 64% of EL Parent Educators attended at least one parent workshop. A review of integrated ELD implementation, from our observation data, shows that 100% of our English Learners have access to CCSS and ELD standards.	During the 2024-25 school year local data reported that 80% of EL Parent Educators attended at least one parent workshop. A review of integrated ELD implementation, from our observation data, shows that 100% of our English Learners have access to CCSS and ELD standards.		By 2026-27, at least 80% of EL Parent Educators will attend at least one parent workshop based on sign-in sheets. Maintain baseline of 100% of our English Learners having access to CCSS and ELD standards.	There was a 16% increase in the number of EL Parent Educators who attended one or more workshops. No change from the baseline for our EL students having access to CCSS and ELD Standards
1.6	Distance From Standard for students on Statewide Assessments (ELA & Math); Percent met or exceeded standard on CAST (Science)	2023 CAASPP data shows that All Students (3rd-8th and 11th graders), school wide, have averaged the following results:	2024 CAASPP data shows that All Students (3rd-8th and 11th graders), school wide, have averaged the following results:		By 2026-27, state wide assessment results will be: ELA - To move students one	Difference from baseline: ELA - All students Distance From Standard is -10,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CA School Dashboard, CAASPP Priority 4(a): Pupil Outcomes	ELA - All students Distance From Standard is -20, SED students Distance From Standard is -33 EL students Distance From Standard is -88 SWD Distance From Standard is -83 Math - All students Distance From Standard is -75 SED students Distance From Standard is -102 EL students Distance From Standard is -127 SWD Distance From Standard is -121 Science - All Students Met/Exceeded Standard: 33.89% SED Students Met/Exceeded Standard: 21.88% EL students Met/Exceeded Standard: N/A (fewer than 11 students tested) SWD Met/Exceeded Standard: 5.26%	ELA - All students Distance From Standard is -30, SED students Distance From Standard is -42, EL students Distance From Standard is -105, SWD Distance From Standard is -68 Math - All students Distance From Standard is -85, SED students Distance From Standard is -100, EL students Distance From Standard is -130, SWD Distance From Standard is -105 Science - All Students Met/Exceeded Standard: 29.1%, SED Students Met/Exceeded Standard: 21.03%,		performance level band: All students Distance From Standard will improve by 15 points , SED students Distance From Standard will improve by 28 points EL students Distance From Standard will improve by 18 point SWD Distance From Standard will improve by 13 points Math - To move students one performance level band: All students Distance From Standard will improve by 50 points SED students Distance From Standard will improve by 7 points	SED students Distance From Standard is -9 EL students Distance From Standard is -17 SWD Distance From Standard is +15 Math - All students Distance From Standard is -10 SED students Distance From Standard is +2 EL students Distance From Standard is -3 SWD Distance From Standard is +16 Science - All Students Met/Exceeded Standard: -4.79% SED Students Met/Exceeded Standard: -0.85% EL students Met/Exceeded Standard: N/A (fewer than 11 students tested)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			EL students Met/Exceeded Standard: N/A (fewer than 11 students tested), SWD Met/Exceeded Standard: 25% CA Alternative Assessment: No data is provided due to fewer than 11 students tested”		EL students Distance From Standard will improve by 32 points SWD Distance From Standard will improve by 26 points Science - All Students Met/Exceeded Standard: 40% SED Students Met/Exceeded Standard: 30% EL students Met/Exceeded Standard: N/A (fewer than 11 students tested) SWD Met/Exceeded Standard: 15%	SWD Met/Exceeded Standard: +19.74%
1.7	Percentage of pupils that have successfully completed A-G Requirements. Source: CA School Dashboard, Local data Priority 4(b): Pupil Outcomes	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.	According to the 2024 CA School Dashboard, 27% of VOCS students in 2023-24 graduated completing A-G programs with 20% of socioeconomically disadvantaged		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.	Difference from baseline: The overall percentage of VOCS students graduating with completed A-G requirements decreased by 17%, while the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			students meeting A-G requirements.			percentage of socioeconomically disadvantaged (SED) students meeting A-G requirements increased by 1%.
1.8	Percentage of pupils that have successfully completed CTE pathways. Source CALPADS, Local data Priority 4(c): Pupil Outcomes	According to the 2022-2023 CALPADS, 2% of all students had a CTE pathway completion.	2023-2024 Kern KiDS reports 5.4% of all students completed a CTE pathway.		By 2026-27, at least 5% of all students will have completed a CTE pathway completion as reported by CALPADS.	The overall percentage of VOCS students completing a CTE pathway increased by 3.4%.
1.9	Percentage of pupils who have successfully completed both 4(b) and 4(c). Source CALPADS, Local data Priority 4(d): Pupil Outcomes	According to the 2022-23 CALPADS 0% of all students successfully completed Priority 4(b) and 4(c).	2023-2024 CALPADS reports 5.1% of all students completed A-G requirements and a CTE pathway.		By 2026-27, at least 3% of all students will have successfully completed Priority 4(b) and 4(c) as reported by CALPADS.	The overall percentage of VOCS students completing completing A-G requirements and a CTE pathway increased by 5.1%.
1.10	Pupil Achievement: Percentage of EL pupils making progress toward English proficiency as measured by ELPAC.	According to the 2023 CA School Dashboard, 42.1% of VOCS students were making progress towards English language proficiency (19	According to the 2024 CA School Dashboard, 71.4% of VOCS students were making progress towards English language		By 2026-27, 35% of VOCS EL students, that are continuously enrolled for three years, will move up at least one level	Difference from baseline: There was an increase of 29.3% of EL students at VOCS

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 4(e): Pupil Outcomes	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.	proficiency (14 students). 23% decreased at least one ELPI level, 8% maintained ELPI levels 1, 2L, 2H, 3L, and 3H, 0% maintained ELPI level 4, and 69% EL students progressed at least one ELPI level.		towards English language proficiency, reported on the CA School Dashboard.	demonstrating progress towards English language proficiency. The percentage of EL students progressing at least one ELPI level also rose 37%.
1.11	Reclassification of English Learner rate. Source Kern KiDS, Local data Priority 4(f): Pupil Outcomes	2022-23 Kern KiDS reports: 25% of EL students were reclassified RFEP.	2023-24 Kern KiDS reports: 26% of EL students were reclassified RFEP.		By 2026-27, more than one of VOCS EL students that are continuously enrolled will be reclassified.	There was a 1% increase in the percentage of English Learner (EL) students reclassified as Reclassified Fluent English Proficient (RFEP).
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.	2024 CALPADS reports VOCS had .63% of students participating in the AP program.		By 2026-27, at least 1% of VOCS high school students will take an AP course.	There was a .63% increase in the percentage of students participating in the AP program.
1.13	Percentage of pupils who participate in and demonstrate college preparedness on EAP.	According to 2023 CAASPP results, the percentage of pupils who participated in and demonstrated college	According to 2024 CAASPP results, the percentage of pupils who participated in and		By 2026-27, as demonstrated by the CAASPP results, VOCS students	The overall percentage of VOCS students participating and demonstrating

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 4(h): Pupil Outcomes Priority 4(h): Pupil Outcomes	preparedness on EAP were: ELA –30.67%, Math – 6.76%	demonstrated college preparedness on EAP were: ELA – 22.73%, Math – 5.97%		that participated in and demonstrated college preparedness will be 35% in ELA and 10% in math.	college preparedness on the EAP decreased by 7.94%, while math decreased by .79%.
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.	Utilizing the 2024-2025 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.	No change from the baseline.
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.	Utilizing the 2024-2025 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.	No change from the baseline.
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	According to the 2024-2025 master schedules, grade level grids, and the CA School Dashboard, 100%		Maintain baseline of 100% access to a broad course of study.	No change from the baseline.

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.	of VOCS students have access and are enrolled in a broad course of study 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	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. 2024 local data shows that 48% of VOCS high school students participated in CFA or Star Renaissance testing. 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.	During the 2024-25 school year, 94% of VOCS 3rd -8th grade students participated in STAR Renaissance testing at least two times during the school year. 2025 local data shows that 95% of VOCS high school students participated in CFA or Star Renaissance testing. 2024 CA Dashboard shows that 47% of all students are prepared on the College and Career Indicator, while 41% of socioeconomically		By 2026-27, at least 97% of VOCS 3rd-8th grade students will participate in STAR Renaissance testing. By 2026-27, at least 65% of VOCS high school students will participate CFA or STAR Renaissance testing. To move students one placement level: By 2026-27, at least 55% of all students are prepared on the College and Career Indicator while 35% of	VOCS maintained the percentage of 3rd - 8th grade students participating in STAR Renaissance testing. There was a 47% increase in VOCS high school students who participated in CFAs or Star Renaissance testing. The percentage of VOCS students prepared on the College and Career Indicator remained essentially the same, increasing by .1%. The percentage of VOCS SED students who were

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			disadvantaged students are prepared on the College and Career Indicator.		socioeconomically disadvantaged students are prepared on the College and Career Indicator.	prepared increased significantly by 11.6%.

Goal Analysis [2024-25]

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.

A review of the planned actions and their implementation within the VOCS LCAP showed no substantive differences, with one exception related to English Learner (EL) support under Goal 1: Action 6. With only 10 EL students enrolled, their needs were fully met through existing curriculum, services, and supports, making additional supplementary services unnecessary this year. However, we are keeping this action in place to ensure we are prepared to meet future EL needs if they arise. Despite this adjustment, overall progress toward achieving Goal 1 remained on track, and all other actions (1.1–1.8) were implemented as intended.

During the year, a review of A-G and CTE enrichment class schedules revealed conflicts that limited student access to both program types. In response, VOCS revised the schedule to ensure students can now participate in both A-G and CTE courses. To further support CTE pathway completion and student awareness, a new introductory CTE course will be offered next year, designed to familiarize students with the available pathways and encourage greater participation.

Despite these enhancements, VOCS anticipates continued challenges, as many students choose to attend community college or enter the workforce directly after graduation. These post-secondary preferences may lead families to prioritize other academic requirements over completing A-G coursework or finishing a full CTE pathway.

Moving forward, VOCS remains committed to evaluating and addressing the unique needs of its unduplicated student populations to ensure equitable access, flexibility, and support across all academic programs.

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): Due to the timing of the report we had not met our budgeted amount. We fully expect to meet our budget by the end of the fiscal year.
Action 6 (English Learner Support): Spent $5500 less than budgeted. No funds were used due to supports and materials already at VOCS. No supplemental services required
Action 7 (Professional Learning): No material difference
Action 8 (Program Specialist): No material difference

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

The following analysis reviews the effectiveness of each action, with progress toward associated metrics evaluated to determine overall impact on the goal.

Action 1 (TK–12 Supplemental Curriculum/Materials) and Action 7 (Professional Learning) supported personalized learning and parent education. According to the 2025 Local Survey, 42% of families participated in the VOCS Supplemental Curriculum Program, reflecting a slight decrease of 5% from the prior year. However, parent engagement in workshops increased by 9%, with 59% of parent educators attending one or more sessions. This progress contributes toward our metric of increasing parent participation and supports continued improvement toward the target of 60% workshop participation by 2026–27. CAASPP state testing results for 2024 showed a slight decline from 44% to 40% in ELA proficiency, and Math declined from 24% to 21%. While SED student performance remained steady in Math (16%), declines were noted for EL students in both ELA (from 25% to 16%) and Math (from 17% to 8%). These results reinforce the critical need for ongoing academic supports, especially for EL and SED populations, to improve Distance from Standard (DFS) measures across ELA and Math.

Action 2 (Technology Support) maintained 100% access to standards-aligned curriculum and materials, with 98% of educational partners confirming that students received all necessary textbooks and resources. Additionally, 45% of students checked out Chromebooks for home use, and all classrooms maintain classroom Chromebook sets, sustaining the goal of equitable access to instructional technology. CAASPP state testing results for 2024 showed a slight decline from 44% to 40% in ELA proficiency, and Math declined from 24% to 21%. While SED student performance remained steady in Math (16%), declines were noted for EL students in both ELA (from 25% to 16%) and Math (from 17% to 8%). These results reinforce the critical need for ongoing academic supports, especially for EL and SED populations, to improve Distance from Standard (DFS) measures across ELA and Math.

Actions 3 (Part-Time Counselor), 4 (Career Associate), and 8 (Program Specialist) provided academic and career counseling services to students, directly supporting college and career readiness. According to the 2025 Local Survey, 97% of families believe VOCS prepares students for future pathways. Graduation rates for unduplicated students remained strong, with an 85.71% rate reported in March 2025, a slight decline from 87.5% in the prior year but still above statewide averages. Meanwhile, the overall high school graduation rate improved significantly from 84.1% to 89.7%, and for socioeconomically disadvantaged (SED) students from 71% to 88.9%, exceeding the target for 2026–27. Additionally, 20% of socioeconomically disadvantaged students met the A-G requirements a 1% increase. CAASPP state testing results for 2024 showed a slight decline from 44% to 40% in ELA proficiency, and Math declined from 24% to 21%. While SED student performance remained steady in Math (16%), declines were noted for EL students in both ELA (from 25% to 16%) and Math (from 17% to 8%). These results reinforce the critical need for ongoing academic supports, especially for EL and SED populations, to improve Distance from Standard (DFS) measures across ELA and Math.

Action 5 (Support Staff) played a vital role in academic intervention efforts. Winter 2025 STAR Renaissance results indicated that 79% of students demonstrated reading proficiency, with 52% of SED students meeting benchmark levels. Math proficiency was lower overall, with 40% of students reaching benchmark, though 52% of SED students demonstrated proficiency, a 6% increase from the prior year. This supports progress in metrics tracking student achievement and intervention effectiveness. However, EL students showed only 14% proficiency in both ELA and Math, highlighting an area needing continued targeted support.

Comparing STAR data to prior-year results, ELA proficiency overall rose by 31%, a significant gain. Math, however, experienced a 9% overall decline, particularly impacting English Learners. CAASPP state testing results for 2024 showed a slight decline from 44% to 40% in ELA proficiency, and Math declined from 24% to 21%. While SED student performance remained steady in Math (16%), declines were noted for EL students in both ELA (from 25% to 16%) and Math (from 17% to 8%). These results reinforce the critical need for ongoing academic supports, especially for EL and SED populations, to improve Distance from Standard (DFS) measures across ELA and Math. Additionally, there was an increase of 29.3% of EL students at VOCS demonstrating progress towards English language proficiency. The percentage of EL students progressing at least one ELPI level also rose 37%.

Action 6 (English Learner Support) and Action 7 (Professional Learning) specifically targeted English Learner growth. There was a 16% increase in the number of EL Parent Educators who attended one or more workshops. ELPAC and Dashboard data from 2024 showed that 71.4% of EL students made progress toward English proficiency, a substantial increase from 42.1% the previous year. Furthermore, 69% of EL students advanced by at least one ELPI level, up from 32% in 2023, demonstrating the effectiveness of integrated ELD strategies. Reclassification rates also improved slightly, rising from 25% to 26%. This progress supports our goal of increasing EL proficiency and reclassification over time.

Additional metrics reflect progress in CTE and college preparedness areas:

CTE pathway completion increased from 2% to 5.4%, meeting the 5% target.

The percentage of students completing both A-G and CTE requirements rose to 5.1%.

However, A-G completion rates for all students declined from 44% to 27%, indicating a continued need for focused counseling and scheduling supports to expand college-eligibility options.

AP course participation increased slightly, from 0% to 0.63%, toward the 1% participation target.

EAP College Readiness indicators showed a slight decrease in both ELA and Math readiness, underscoring the need for ongoing academic support initiatives.

In summary, while areas for continued improvement have been identified, the actions and services implemented to date have been largely effective in advancing progress toward the goal.

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

No changes are planned to the goals, 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.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	TK-12 Supplemental Curriculum/Materials	Provide supplemental instructional materials, curriculum, and software to support personalized learning and improve outcomes for socioeconomically disadvantaged students, Foster Youth, English Learners, and students with disabilities. This action also fulfills the requirement to address ELA for students with disabilities and Math for students who are both socioeconomically disadvantaged and have disabilities. Progress will be monitored using CAASPP scores, local outcome data, educational partner feedback, and self-reflection tools.	$120,000.00	Yes
1.2	Technology Support	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.	$96,500.00	Yes
1.3	Part-Time Counselor	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.	$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.	$90,978.00	Yes
1.5	Support Staff	In collaboration with VOCS teaching staff, support staff will provide targeted academic support and tutoring for students who did not meet standards on the CAASPP in Mathematics and ELA, or who are at risk of failing. Support staff will evaluate current intervention practices and prioritize assistance for socioeconomically disadvantaged students and English Learners. This action also fulfills requirements for addressing ELA support for students with disabilities, and Math support for students who are both socioeconomically disadvantaged and have disabilities.	$354,981.00	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
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.	$169,540.00	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, 96.75% 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 Priority 3(a): Engagement	According to the Annual Survey, 98.44% of parent educators received Parent Square announcements. According to the 2023-24 Annual Educational Partners Survey, 41% of families participated.	According to the Annual Survey, 98.45% of parent educators received Parent Square announcements. According to the 2024-25 Annual Educational Partners Survey, 41% of families participated		By 2026-27, 100% of VOCS parents will receive Parent Square announcements. At least 65% of VOCS families will participate in the Annual Educational Partners Survey.	No difference from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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.	During the 2024-25 school year, 80% 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.	There was a 16% increase in EL parents attending at least one parent workshops.
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.	2024-25 local data shows that 68% 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.	The percentage of parents of students with disabilities who completed the Annual Special Education Intervention Services Survey decreased by 2% compared to the baseline.
2.4	School attendance rates. Source Local data Priority 5(a): Engagement	According to a 2022-23 Aeries report, student attendance rate was 96.5%	According to KiDS the 2024-25 student attendance rate was 98.43%		Maintain baseline of at least 96% attendance rate.	The student attendance rate increased by 1.93% compared to the baseline.
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.	According to the 2024 CA State Dashboard VOCS Chronic Absenteeism Rate was 4.9% and reported all students		Maintain baseline of 4% Chronic Absenteeism Rate.	There was no significant difference from the baseline, with only a 0.1% increase in VOCS's chronic absenteeism rate.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			performed in the green status level.			
2.6	Middle school dropout rates. Source CALPADS, Local data Priority 5(c): Engagement	2023 CALPADS data reports VOCS middle school dropout was 0%	2024 CALPADS data reports VOCS middle school dropout was .25%		Maintain baseline of 0% middle school dropout rate.	There was no significant difference from baseline, with only a .25% increase in VOCS's middle school dropout rate.
2.7	High school dropout rates. Source CDE Dataquest, CA School Dashboard, Local data Priority 5(d): Engagement	According to CDE Dataquest, VOCS High School Dropout Rate was 1%.	According to CDE Dataquest, VOCS High School Dropout Rate was 1%.		Maintain baseline of 1% High School dropout rate.	No difference from baseline.
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.	According to the 2024 CA School Dashboard, VOCS high school graduation rates were: 89.7% for all students; 88.9% for socioeconomically disadvantaged students.		By 2026-27, VOCS high school graduation rates will be: 90% for all students; 85% for socioeconomically disadvantaged students.	The overall graduation rate increased by 5.6 percentage points (from 84.1% to 89.7%), while the rate for socioeconomically disadvantaged students saw a substantial gain of 17.9 percentage points (from 71% to 88.9%).

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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.	According to the 2024 CA School Dashboard, all students performed in the very low performance level 0% for suspension rates.		Maintain baseline of 0% suspensions.	No difference from baseline.
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.	According to DataQuest, all students performed in the very low performance level 0% for expulsion rates.		Maintain baseline of 0% expulsion rate.	No difference from baseline.
2.11	Sense of safety and school connectedness. Source Local data Priority 6(c): Engagement	A comprehensive safety plan will be updated and in place annually. 100% of VOCS staff will participate in safety training and safety drills. 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. Annual Survey results report that at least 95% of educational partners	The comprehensive safety plan was updated and 100% of VOCS staff has participated in training and safety drills. According to the 2025 annual survey, 88% of 4th-12th grade students reported feeling connected to VOCS, and 95% of staff and parents reported feeling valued by VOCS.		By 2026-27 maintain a comprehensive safety plan, and 100% of VOCS staff participated in safety training and safety drills. Annual Survey results will report that at least 95% of educational partners feel connected to VOCS and 98% will feel valued by VOCS.	Participation in safety and training- no change; Students feeling connected- no change; Staff feeling valued- (-1%); Ed partners feeling safe- (-1%); Students participating in extra-curricular activity- (+16%); Students reporting higher levels of engagement (+1%).

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		feel safe, while on campus. At least 67% of enrolled students participated in an extra-curricular activity. At least 91% of students reported higher levels of engagement as reported on the Student Annual Survey.	Annual Survey results report that at least 94% of educational partners feel safe, while on campus. At least 83% of enrolled students participated in an extra-curricular activity. At least 92% of students reported higher levels of engagement as reported on the Student Annual Survey.		Annual Survey results will report that at least 98% of educational partners feel safe, while on campus. At least 75% of enrolled students will participate in an extra-curricular activity. At least 95% of students will report higher levels of engagement as reported on the Student Annual Survey.	

Goal Analysis [2024-25]

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.

Goal Two focuses on supporting the diverse needs of students through strong collaboration between VOCS staff and parent educators. This year, all planned actions (2.1 and 2.2) were carried out as intended, ensuring that both academic and social-emotional supports were available to all students, with particular attention given to unduplicated student groups. Implementation efforts included counseling services and a variety of school activities aimed at fostering student connectedness and promoting school pride. The actions under Goal Two were executed smoothly, with no significant challenges identified during the process.

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 2024-25 school year, there was not a material difference in the overall expenditures for Goal 2.
Action 1 (Full-Time Counselor): No material difference as most of funds were expended.
Action 2 (School Pride and Connectedness): No material difference as most of funds were expended.

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

The following analysis reviews the effectiveness of each action, with progress toward associated metrics evaluated to determine overall impact on the goal.

Action 2.1 (Counseling and Student Support Services) and Action 2.2 (School Activities and Engagement Programs) were implemented as planned to promote a safe, inclusive, and engaging school environment. Overall, the metrics show that these efforts have been effective in fostering strong attendance, improved connectedness, and maintaining a safe and supportive climate.

Parental communication remained strong, with 98.45% of parent educators confirming receipt of ParentSquare announcements, maintaining high communication access. However, participation in the Annual Educational Partner Survey remained at 41%, unchanged from the previous year, indicating a need for further outreach to boost family engagement toward the target of 65%.

Efforts to engage parents of unduplicated pupils showed positive results. 80% of EL parents attended at least one parent workshop in 2024–25, an increase of 16% from the prior year, exceeding the original target for EL parent engagement. Conversely, participation among parents of students with disabilities declined slightly from 70% to 68% in the Annual Special Education Survey. Although the decline is minor, it indicates an area for renewed focus to reach the 90% participation target by 2026–27.

Student attendance metrics showed significant improvement. The overall student attendance rate rose from 96.5% to 98.43%, exceeding the goal of maintaining at least a 96% attendance rate. Chronic absenteeism remained low and stable, increasing only slightly from 4.8% to 4.9%, and continued to be rated in the Green performance level on the California School Dashboard.

Dropout rates remained extremely low, affirming the effectiveness of support services. The middle school dropout rate slightly increased from 0% to 0.25%, and the high school dropout rate remained steady at 1%, maintaining performance targets.

High school graduation rates improved notably. Overall graduation rates rose from 84.1% to 89.7%, while graduation rates for socioeconomically disadvantaged (SED) students increased dramatically from 71% to 88.9%, far exceeding the 85% target set for SED students by 2026–27.

School discipline metrics remained exemplary. VOCS maintained a 0% suspension rate and a 0% expulsion rate, reflecting continued success in maintaining a safe, supportive, and respectful learning environment.

Student and educational partner surveys further affirmed the effectiveness of actions taken under Goal 2. According to the 2025 Annual Survey:

88% of 4th–12th grade students reported feeling connected to VOCS, consistent with the prior year.

95% of staff and parents reported feeling valued by the school.

94% of educational partners reported feeling safe while on campus, approaching the 98% target.

83% of students participated in at least one extracurricular activity, an increase of 16% from the prior year's 67%.

92% of students reported higher levels of engagement, slightly improving from the previous year.

Additionally, the comprehensive school safety plan was updated, and 100% of VOCS staff completed required safety training and drills, meeting expectations for campus preparedness and emergency readiness.

In summary, while areas for continued improvement have been identified, the actions and services implemented to date have been largely effective in advancing progress toward the goal.

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

Based on reflection and analysis of prior implementation, VOCS did not identify any actions as ineffective or in need of revision. As a result, no changes have been made to the planned goals, metrics, target outcomes, or actions for the upcoming 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.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	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.	$154,752.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	School Pride, Connectedness, and Incentives	To help all students feel valued and welcomed at school, VOCS will provide incentives and make improvements to all sites bringing a sense of school pride and connectedness through school activities and enhancements.	$38,500.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,054,960	$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
8.166%	0.217%	$27,408.00	8.383%

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	**Action:** TK-12 Supplemental Curriculum/Materials **Need:** Ensure access to TK–12 supplemental curriculum and materials for all students, with a focus on supporting socioeconomically disadvantaged (SED) students, English Learners (EL), and Foster Youth (FY). As a homeschool/independent study charter school, providing high-quality, differentiated resources	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. Similarly, for EL students, tailored supplemental materials can aid in language acquisition and comprehension, fostering a supportive learning	Progress towards this action will be measured using a variety of metrics (priorities), including the following metrics: 1.2 1.4 1.5 1.6 1.14 1.15

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
	is essential to promoting equity and meeting the diverse needs of our student population. Educational partner feedback continues to support the use of specialized curriculum tailored to individual learning needs. Current data underscores the urgency of this action. On the California Dashboard, Socioeconomically Disadvantaged (SED) students scored at the red performance level in Math, while Students with Disabilities (SWD) scored at the red level in both ELA and Math. In ELA, the Distance from Standard (DFS) is -30 for all students, -42 for SED, -105 for EL, and -68 for students with disabilities (SWD). In Math, the DFS is -85 for all students, -100 for SED, -130 for EL, and -105 for SWD. These achievement gaps underscore the need for targeted resources to ensure all students—especially those most at risk—have equitable access to tools that support academic growth. **Scope:** LEA-wide	environment conducive to their linguistic development. 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. 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.	
1.2	**Action:** Technology Support **Need:** Provide ongoing technology support to ensure equitable access to learning for all students, with a focus on socioeconomically disadvantaged (SED), English Learner (EL), and Foster Youth (FY) students. Access to reliable technology is critical in an independent	In today’s digital world, technological proficiency is essential for success in both college and career pathways. Providing students—especially socioeconomically disadvantaged (SED), English Learner (EL), and Foster Youth (FY) students—with access to technology helps close opportunity gaps and supports equitable academic success. Valley Oaks continues to offer Chromebooks for both classroom and home use, along with	Progress towards this action will be measured using a variety of metrics (priorities), including the following metrics: 1.2 1.3 1.4 1.5 1.6

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
	study setting, where students rely heavily on digital tools for instruction and engagement. Educational partner input through surveys and meetings strongly supports the continuation of technology assistance, including devices, connectivity solutions, and technical support. California Dashboard data reinforces this need, showing that SED students are in the red performance level for ELA and SWD students are in the red for Math. In ELA, the Distance from Standard (DFS) is -30 for all students, -42 for SED, -105 for EL, and -68 for students with disabilities (SWD). In Math, the DFS is -85 for all students, -100 for SED, -130 for EL, and -105 for SWD. These performance gaps highlight the importance of maintaining robust technology support to help close achievement gaps and ensure all students can fully engage with their academic programs. **Scope:** LEA-wide	subscriptions to online curriculum platforms. These tools allow students to access rigorous, engaging educational content regardless of their learning environment. Support also extends to homeschool families, ensuring they have the digital tools needed to facilitate instruction effectively. In the coming year, we are expanding our technology offerings to include more diverse, real-world applications such as coding, podcast production, and content creation through platforms like YouTube. These additions not only enhance engagement but also provide students with practical, 21st-century skills that support college and career readiness. By bridging the digital divide and integrating meaningful technology experiences into instruction, we are preparing all students—particularly those facing systemic barriers—to be competent, confident users of technology in an increasingly connected world.	1.7 1.9 1.12 1.15
1.3	**Action:** Part-Time Counselor **Need:** In 2024, 26% of VOCS students met A-G requirements, with only 23% of socioeconomically disadvantaged (SED) students doing so. CAASPP results show that just 22.73% of students demonstrated college readiness in ELA, and only 5.97% in Math.	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 applications, financial aid, and career exploration. Collaborating with students, parents, and	Progress towards this action will be measured using a variety of metrics (priorities), including the following metrics: 1.7 1.9 1.12 1.13 1.15

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
	Additionally, Kern KiDS 2024 data shows that 50% of all students met the College and Career Indicator (CCI), compared to only 46.9% of SED students—highlighting a continued need for increased support. Having a part-time counselor is essential for our homeschool/independent study charter school. Based on survey results and stakeholder feedback, educational partners have consistently emphasized the need to provide clear pathways for students pursuing either college or career after high school. This support is particularly important for our unduplicated students—those who are socioeconomically disadvantaged, English Learners, or Foster Youth—as they often face additional barriers in navigating post-secondary options. Our counselor supports students through academic planning, college and career exploration, and post-secondary transition support. This role ensures students receive individualized guidance to make informed decisions about their futures. The counselor also serves as a key resource for both students and families, improving overall student well-being and success. **Scope:** LEA-wide	educators, they will develop individualized plans aligned with students' interests and aspirations, empowering them to achieve their goals. 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.	1.16

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
1.4	**Action:** Career Associate **Need:** 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 2023-2024 Kern KiDS data indicates that 5.4% of students completed a CTE pathway, and 2023-2024 CALPADS reports that 5.1% successfully finished Priority 4(b) and 4(c), underscoring the necessity for our students. Additionally, 2024 CA Dashboard shows that 50% of all students are prepared on the College and Career Indicator, while 46.9% of socioeconomically disadvantaged students are prepared on the College and Career Indicator showing an added need for our SED students. **Scope:** LEA-wide	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.	Progress towards this action will be measured using a variety of metrics (priorities), including the following metrics: 1.8 1.9 1.16
1.5	**Action:** Support Staff **Need:** Through surveys and discussions, educational partners advocated for expanded support staff to be available to provide support for students.	Support staff will provide personalized academic support tailored to the unique needs and learning 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	Progress towards this action will be measured using a variety of metrics (priorities), including the following metrics: 1.6 1.10

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
	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 (DFS) is -30 for all students, -42 for SED, -105 for EL, and -68 for students with disabilities (SWD). In Math, the DFS is -85 for all students, -100 for SED, -130 for EL, and -105 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. **Scope:** LEA-wide	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.	1.13 1.17
1.7	**Action:** Professional Learning **Need:** 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 2024, the CALPADS Staffing Report shows that 100% of VOCS' teachers were appropriately assigned and fully credentialed. During 2024-25, 80% of EL Parent Educators attended at least one workshop. This continued investment enhances instructional effectiveness, promotes equity and inclusion, and improves	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 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. Furthermore, professional learning provides educators with strategies for differentiated instruction, ensuring that students with varying	Progress towards this action will be measured using a variety of metrics (priorities), including the following metrics: 1.1 1.4 1.5

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
	outcomes for all students, including those from SED, EL, and FY backgrounds. **Scope:** LEA-wide	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.	
1.8	**Action:** Program Specialist **Need:** 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 -30 for all students, -42 for SED students, -105 for EL students, and -68 for students with disabilities (SWD). Similarly, in math, the Distance From	A program specialist will conduct comprehensive needs assessments to identify specific challenges faced by socioeconomically disadvantaged (SED), 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	Progress towards this action will be measured using a variety of metrics (priorities), including the following metrics: 1.14 1.15 1.16 1.17

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
	Standard is -85 for all students, -10 for SED students, -130 for EL students, and -105 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. **Scope:** LEA-wide	for student needs within the school community and fostering collaboration to secure funding and implement supportive policies and practices.	
2.1	**Action:** Full-Time Counselor **Need:** 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 2024, VOCS achieved an 89.7% graduation rate overall, with 88.9% for SED students and only a 1% dropout rate. Moreover, local data reveals that at least 83% of students participated in on-campus extracurricular activities, highlighting the ongoing necessity for student support. **Scope:**	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 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.	Progress towards this action will be measured using a variety of metrics (priorities), including the following metrics: 2.4 2.5 2.6 2.7 2.8 2.9 2.10 2.11

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.2	**Action:** School Pride, Connectedness, and Incentives **Need:** 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 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 2025 annual survey, 88% of 4th- 12th-grade students reported feeling connected to VOCS, and at least 83% of enrolled students engaged in extracurricular activities. These statistics underscore the continued need for investment in these areas. **Scope:** LEA-wide	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. 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.	Progress towards this action will be measured using a variety of metrics (priorities), including the following metrics: 2.1 2.2 2.3 2.11

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.6	**Action:** English Learner Support **Need:** Through surveys and discussions, principals and administrators highlight the need for EL support. According to the 2024 CA School Dashboard, 71.4% of VOCS students were making progress towards English language proficiency (14 students). 23% decreased at least one ELPI level, 8% maintained ELPI levels 1, 2L, 2H, 3L, and 3H, 0% maintained ELPI level 4, and 69% EL students progressed at least one ELPI level. **Scope:** Limited to Unduplicated Student Group(s)	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.	Progress towards this action will be measured using a variety of metrics (priorities), including the following metrics: 1.10 1.11

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.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:82	
Staff-to-student ratio of certificated staff providing direct services to students	1:21	

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$12,919,709	1,054,960	8.166%	0.217%	8.383%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,164,751.00	$0.00	$0.00	$0.00	$1,164,751.00	$894,251.00	$270,500.00

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	Planned Percentage of Improved Services
1	1.1	TK-12 Supplemental Curriculum/Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$120,000.00	$120,000.00				$120,000.00	
1	1.2	Technology Support	English Learners Foster Youth Low 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 Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	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 Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Bakersfield and Tehacahapi High School 9 - 12		$90,978.00	$0.00	$90,978.00				$90,978.00	
1	1.5	Support Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$354,981.00	$0.00	$354,981.00				$354,981.00	
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	Planned Percentage of Improved Services
1	**1.7**	Professional Learning	English Learners Foster Youth Low 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 Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$169,540.00	$0.00	$169,540.00				$169,540.00	
2	**2.1**	Full-Time Counselor	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$154,752.00	$0.00	$154,752.00				$154,752.00	
2	**2.2**	School Pride, Connectedness, and Incentives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$38,500.00	$38,500.00				$38,500.00	

2025-26 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
$12,919,709	1,054,960	8.166%	0.217%	8.383%	$1,164,751.00	0.000%	9.015 %	**Total:**	$1,164,751.00
								LEA-wide Total:	$1,159,251.00
								Limited Total:	$5,500.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	TK-12 Supplemental Curriculum/Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$120,000.00	
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	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	$90,978.00	
1	**1.5**	Support Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$354,981.00	
1	**1.6**	English Learner Support	Yes	Limited to Unduplicated	English Learners	All Schools	$5,500.00	

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 (%)
				Student Group(s)				
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	$169,540.00	
2	**2.1**	Full-Time Counselor	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$154,752.00	
2	**2.2**	School Pride, Connectedness, and Incentives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$38,500.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,136,530.00	$989,575.00

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	$110,000.00	$114,472
1	**1.2**	Technology Support	Yes	$96,500.00	$91,072
1	**1.3**	Part-Time Counselor	Yes	$124,000.00	$116,924
1	**1.4**	Career Associate	Yes	$89,200.00	$74,940
1	**1.5**	Support Staff	Yes	$350,380.00	$272,650
1	**1.6**	English Learner Support	Yes	$5,500.00	$0
1	**1.7**	Professional Learning	Yes	$10,000.00	$8,170
1	**1.8**	Program Specialist	Yes	$168,700.00	$141,524
2	**2.1**	Full-Time Counselor	Yes	$148,250.00	$127,207
2	**2.2**	School Pride, Connectedness, and Incentives	Yes	34,000.00	$42,616

2024-25 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)
$1,016,983	$1,136,530.00	$989,575.00	$146,955.00	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	$110,000.00	$114,472		
1	**1.2**	Technology Support	Yes	$96,500.00	$91,072		
1	**1.3**	Part-Time Counselor	Yes	$124,000.00	$116,924		
1	**1.4**	Career Associate	Yes	$89,200.00	$74,940		
1	**1.5**	Support Staff	Yes	$350,380.00	$272,650		
1	**1.6**	English Learner Support	Yes	$5,500.00	$0		
1	**1.7**	Professional Learning	Yes	$10,000.00	$8,170		
1	**1.8**	Program Specialist	Yes	$168,700.00	$141,524		
2	**2.1**	Full-Time Counselor	Yes	$148,250.00	$127,207		
2	**2.2**	School Pride, Connectedness, and Incentives	Yes	$34,000.00	$42,616		

2024-25 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)
12,613,415	$1,016,983	0	8.063%	$989,575.00	0.000%	7.845%	$27,408.00	0.217%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
  - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

  - Identify the action as an LREBG action;

  - Include an explanation of how research supports the selected action;

  - Identify the metric(s) being used to monitor the impact of the action; and

  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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