



## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Valley Oak Charter

CDS Code: 56-72520-5630405

School Year: 2023-24

LEA contact information:

Barbara Amador

Director

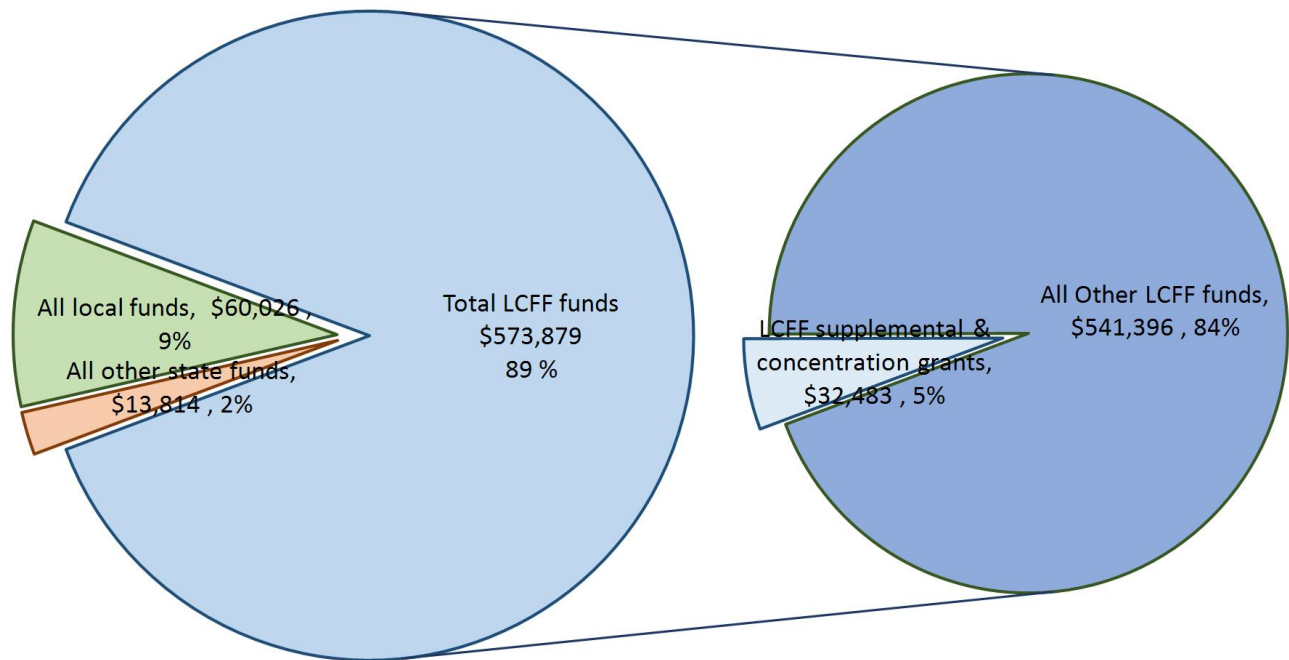
[barbara@valleyoakcharter.org](mailto:barbara@valleyoakcharter.org)

(805)640-4421

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 2023-24 School Year

## Projected Revenue by Fund Source

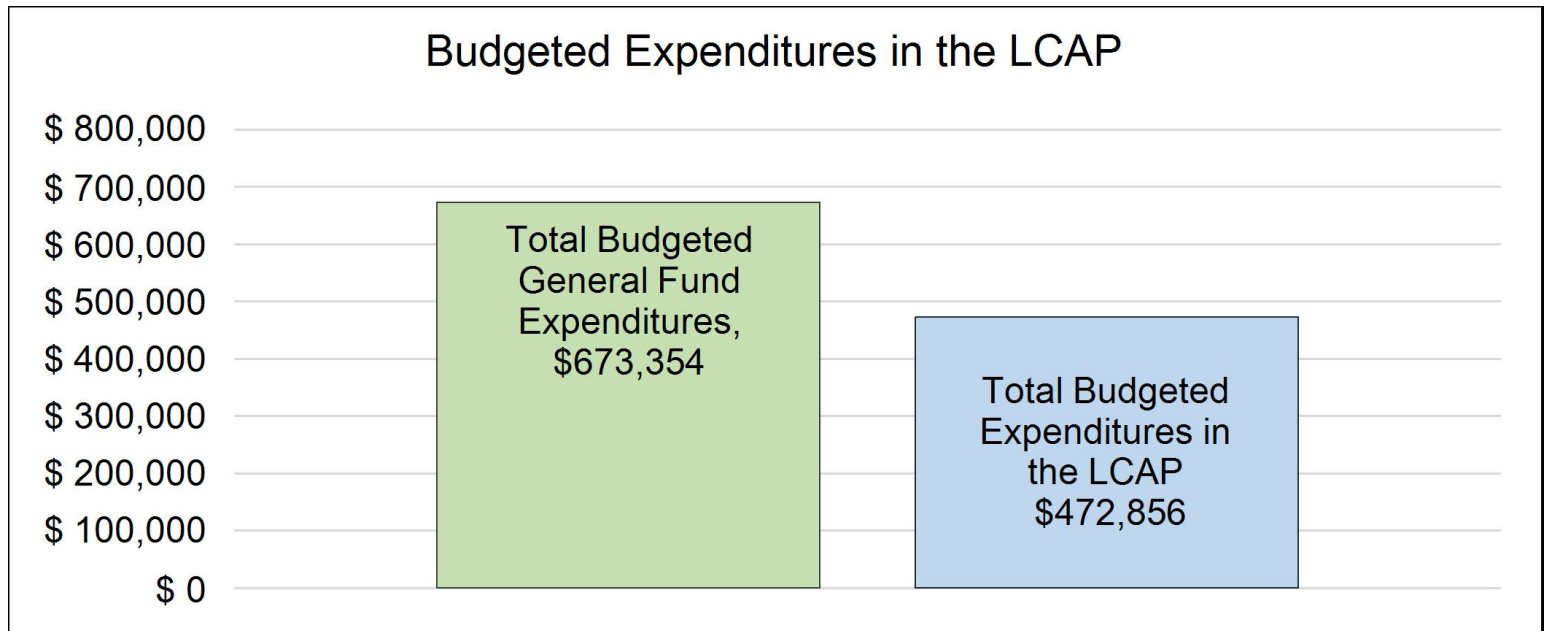


This chart shows the total general purpose revenue Valley Oak Charter expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Valley Oak Charter is \$647,719, of which \$573,879 is Local Control Funding Formula (LCFF), \$13,814 is other state funds, \$60,026 is local funds, and \$0 is federal funds. Of the \$573,879 in LCFF Funds, \$32,483 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 Oak Charter plans to spend for 2023-24. 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 Oak Charter plans to spend \$673,354 for the 2023-24 school year. Of that amount, \$472,856 is tied to actions/services in the LCAP and \$200,498 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Valley Oak Charter School is operated as a not-for-profit public benefit charter school. Therefore, the charter's general fund activities are recorded in Fund 62. General fund expenditures not reported in the Local Control and Accountability Plan (LCAP) are listed below:

1. Salaries and benefits for certificated and classified employees
2. Instructional and administrative supplies
3. Non-capitalized equipment under \$5,000
4. Staff Development
5. General Liability Insurance
7. Contracted instructional and administrative services
8. Capital outlay purchases and depreciation

## Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

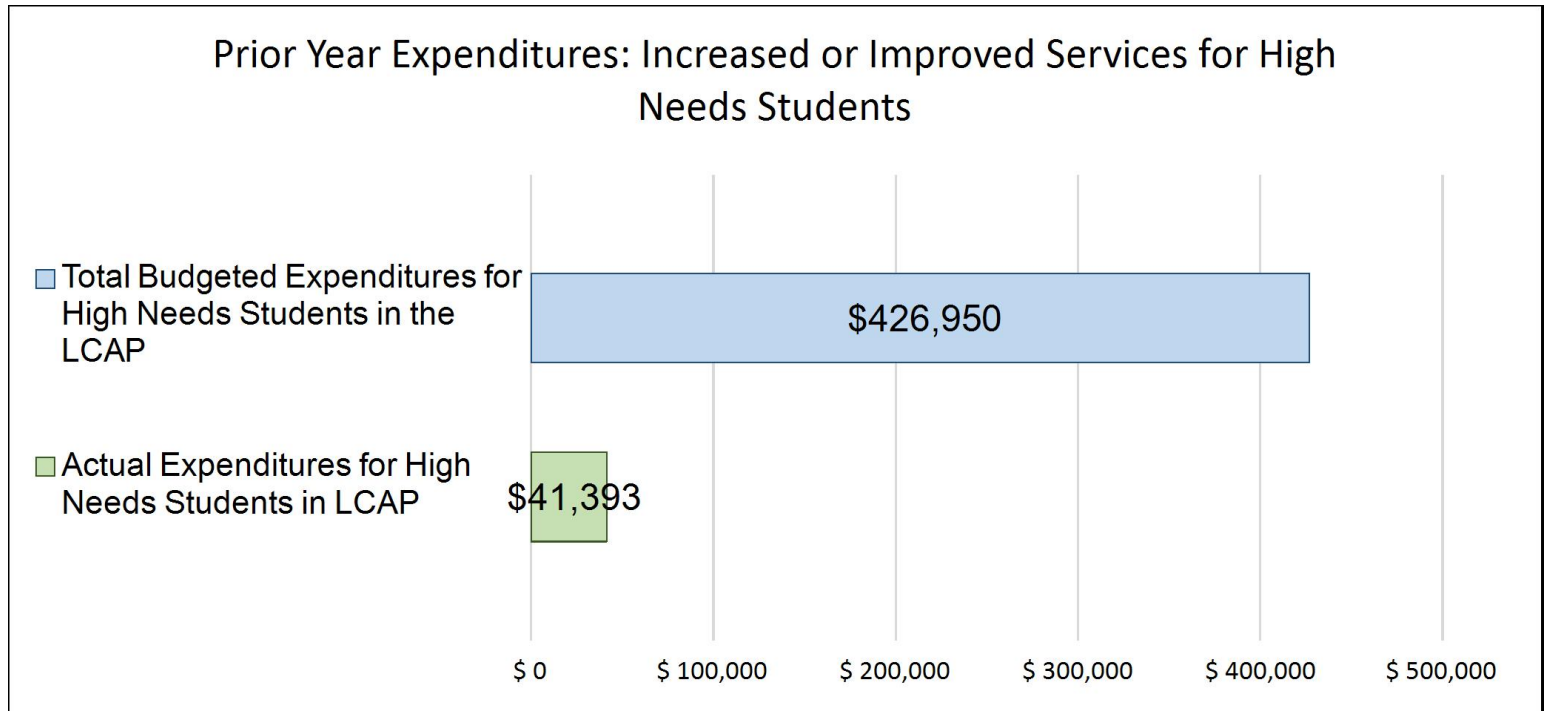
In 2023-24, Valley Oak Charter is projecting it will receive \$32,483 based on the enrollment of foster youth, English learner, and low-income students. Valley Oak Charter must describe how it intends to increase or improve services for high needs students in the LCAP. Valley Oak Charter plans to spend \$36,871 towards meeting this requirement, as described in the LCAP.

Based on current enrollment projections, Valley Oak Charter School will educate 53 students during 2023-24. Approximately, 28.30% of these students will be deemed unduplicated. Consequently, LCFF supplemental funds generated will be approximately \$36,070. Valley Oak Charter School will increase or improve services for unduplicated students by implementing the following services:

1. Purchase instructional software geared to increase student improvement
2. Allocate funds for unduplicated students to study and test for the CHSPE exam
3. Provide Intervention teachers for reading and math to increase academic achievement
4. Hire tutors to increase student performance
5. Offer a variety of optional trimester workshops for socialization and supplemental learning
6. Increase Social Emotional services to educate and support student awareness
7. Hire Open-time Coordinators to provide effective supervision protocols that promote healthy, positive, emotionally safe social interactions

## LCFF Budget Overview for Parents

### Update on Increased or Improved Services for High Needs Students in 2022-23



This chart compares what Valley Oak Charter budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Valley Oak Charter 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 2022-23, Valley Oak Charter's LCAP budgeted \$426,950 for planned actions to increase or improve services for high needs students. Valley Oak Charter actually spent \$41,393 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of \$-385,557 had the following impact on Valley Oak Charter's ability to increase or improve services for high needs students:

Budgeted expenditures on the final 2022-23 LCAP were overstated. As a result, the actual 2022-23 expenditures (\$41,393) for the LCFF supplemental grant appear to be short \$385,557. In reality, Valley Oak charter generated 2022-23 LCFF supplement grant dollars of \$35,407 based on 15 unduplicated students. Consequently, the charter school spent \$5,986 more than the supplemental grant amount. To prevent this from happening again, the 2023-24 LCAP has been adjusted to align the budget with supplemental grant funding.



# 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 Oak Charter	Barbara Amador Director	barbara@valleyoakcharter.org (805)640-4421

## Plan Summary [2023-24]



## General Information

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

### Our Community:

Valley Oak Charter School is situated in the picturesque Ojai Valley, embraced by two majestic mountain ranges and bordered by the Los Padres National Forest. The valley, with a population of around 30,000 residents, encompasses the City of Ojai and the neighboring communities of Upper Ojai, Meiners Oaks, Oak View, and Mira Monte. While Ojai thrives on its tourism industry, the area is also home to retirees and commuters who work in nearby cities. The demographic makeup of the region reflects diverse socioeconomic levels, with the majority of homes indicating middle-income status. However, there are notable pockets of affluence as well as some areas facing economic challenges. The community includes four low-income housing projects, located within the City of Ojai and nearby Meiners Oaks. While Valley Oak Charter draws a few students from outside the Ojai Valley, such as Carpinteria, Ventura, and Oxnard, the school's on-site program requirements limit the number of students from outside the immediate area.

### Our School:

Valley Oak is an authorized K-12 public charter school that has been serving homeschooling families in the Ojai Valley and beyond since 2002. As a public school, Valley Oak adheres to state standards in shaping each student's educational program. However, our charter provides flexibility to accommodate diverse learning styles, abilities, and interests, surpassing the constraints of traditional programs. At Valley Oak, parents play a crucial role as the primary educators, tailoring the home learning environment and curriculum to meet the unique needs of their family and children.

While core academics primarily take place at home under the guidance of parents, learning extends beyond classroom subjects. Social learning, personal growth, and fostering family relationships are integral components of daily education, both at home and on campus. Valley Oak encourages parents to incorporate the state academic standards within the broader context of their homeschooling approach. Our teachers act as guidance counselors, offering support to parents and students to ensure successful integration of curriculum elements. Valley Oak's optional onsite programs provide opportunities for homeschooling families to participate in group learning experiences facilitated by professional teachers. These programs complement and enhance students' overall educational journey, allowing them to engage in collaborative learning and interact with peers. The school's unique mission and approach prioritize individualized education, empowering parents to take responsibility for all aspects of their children's curriculum.

By embracing this collaborative and flexible model, Valley Oak Charter provides a rich and dynamic educational experience that caters to the diverse needs and aspirations of our homeschooling families.

### Our Students:

The Ojai Unified School District keeps demographic information for the whole school district; OUSD students who are eligible for Free and Reduced-price Lunch are 48.2% of their students. Valley Oak Charter's low socio economic student population is 31.6%. Valley Oak currently has 0 (0%) English Learner students and no

Foster Youth. In the 2022-23 school year, Valley Oak had as much as 9 students with special needs.

Valley Oak Charter is capped by its charter at 75 students; however, our current enrollment stands at 57 students. It is worth noting that some families choose to homeschool their children for a limited period, whether as a one-year family experience or as a temporary solution to address social, educational, or family challenges. Many students join Valley Oak after facing difficulties in traditional school settings and falling behind academically. At VOC, families have the freedom to choose their own curriculum, which means there is no standardized curriculum to adjust for improved outcomes. Consequently, gathering comprehensive data to track improvement over time or compare

performance between different cohorts becomes challenging. To address this, Valley Oak focuses on individually tracking each student's academic progress throughout the school year. We measure our success based on this longitudinal tracking approach and the active engagement of our homeschool families in their educational programs.

Valley Oak Charter, in accordance with its charter, provides three distinct tracks for its high school students: 1. CHSPE Track, 2. Basic State Diploma, and 3. UC A-G Track. Numerous homeschool families choose to enroll their students at Valley Oak with the specific aim of passing the CHSPE or obtaining a Basic High School Diploma. As a result, success at Valley Oak is measured by students attaining their individual high school goals, rather than solely completing A-G or AP courses. Moreover, Valley Oak does not track students as part of a standardized cohort, recognizing that each student achieves their goals based on their unique abilities and needs.

#### Accreditation:

Valley Oak Charter received its initial accreditation from the Western Association of Schools and Colleges (WASC) in January 2014, encompassing our comprehensive K-12 program, including accreditation for our high school diploma track. In the 2016-17 academic year, Valley Oak Charter underwent a rigorous self-study process, culminating in a successful six-year accreditation with a mid-cycle visit. This year, Valley Oak Charter achieved another milestone by earning its WASC renewal, marking the beginning of another six-year accreditation cycle that will guide our commitment to continuous improvement and academic excellence. The WASC accreditation reaffirms Valley Oak Charter's dedication to providing high-quality education and ensures that our programs meet rigorous standards of educational effectiveness and accountability.

The school had its charter renewed by the Ojai Unified School District in 2020 and is due for renewal again in 2027.

#### The Valley Oak Charter Homeschooling Program

VOC's LCAP is based on the following key elements of the school program:

- a. A Homeschooling Model: core academic standards and requirements are met through non-classroom-based independent study.
- b. Family-Based Learning: Parents/guardians serve as their children's primary educators.
- c. Individualized Curriculum: parents adapt each child's learning plan to match their individual needs, interests, and abilities.
- d. School-Based Learning Supports: VOC provides a variety of learning supports for both students and parents that facilitate a homeschool education: oversight and guidance by credentialed teachers, a broad selection of standards-based curriculums and instructional materials, special education services; academic support workshops, tutoring services, nutrition program, etc.
- e. A Robust Co-Curricular Program: optional on-site and community-based learning activities offer students a variety of remedial, enrichment, and group-learning opportunities. Parents are encouraged to integrate these co-curricular programs into the student's core home education program.
- f. Social learning: optional on-site socialization and social-learning activities encourage the development of healthy relationships with self, family, peers, school, the local community, and society.
- g. A Homeschool Community: Families (students and parents) share homeschooling "best practices" as part of a school community. Families network through both onsite groups and workshops, and through informal, off-campus relationships.
- h. School Philosophy: School programs--based in nature, at home, in the community, at school, and on the internet--reflect the school's philosophy that learning occurs everywhere and at all times: "Learning is not preparation for life, learning is life." --John Dewey



## Reflections: Successes

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

Valley Oak Charter School recognizes that the low performance in language arts and mathematics among some students is predominantly attributed to the loss of skills and the adverse impact of the COVID-19 pandemic, including prolonged school closures. It is important to note that many of our students are new to our program and are currently working diligently to make up for the academic gaps resulting from the challenges faced during the pandemic. Valley Oak is committed to providing targeted support and interventions to help students regain and strengthen their skills in these essential subject areas. By implementing focused remediation strategies, personalized learning plans, and ongoing progress monitoring, we aim to support our students in their academic growth and ensure they reach their full potential, despite the setbacks experienced during these unprecedented times.

Valley Oak Charter School takes great pride in its strong commitment to parent and family engagement, as well as providing access to academic standards. We have fostered a collaborative and supportive partnership with our families, ensuring their active involvement in their child's education. Our recent WASC renewal stands as a testament to our dedication to maintaining high-quality educational standards and practices. This accreditation recognizes our school's commitment to continuous improvement and adherence to rigorous educational standards. Additionally, our favorable Williams report analysis further affirms our success in meeting the academic needs of our students and ensuring access to quality educational resources and materials. Valley Oak remains steadfast in its pursuit of excellence and will continue to enhance parent and family engagement while providing equitable access to academic standards for all our students.

Valley Oak Charter School takes immense pride in its commitment to engaging parents in their children's education, fostering a holistic approach to learning that extends beyond the confines of school walls and operating hours. Our mission is to inspire parents to recognize and embrace the teachable moments that arise throughout the week, making learning an ongoing and integral part of life itself. As renowned educator John Dewey aptly stated, "Learning is not preparation for life, learning is life itself." In alignment with this philosophy, Valley Oak actively encourages parents to actively participate in our school program and embrace their own learning journeys. We have achieved remarkable success in involving parents both inside the classroom and in various aspects of school governance, from participating in committees to serving on the Board of Directors. Through these collaborative efforts, we strive to create a strong partnership between the school and parents, fostering a shared commitment to the education and growth of our students..

## Reflections: Identified Need

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

1. Valley Oak Charter recognizes the importance of closely monitoring student progress in Mathematics and Language Arts, and implementing targeted intervention strategies to support students who may be experiencing challenges. To facilitate this process, we utilize the iReady program, which enables us to continuously monitor student growth and assess their proficiency three times a year. This valuable tool allows us to identify areas of improvement and tailor our instruction accordingly. Additionally, for students in 6th grade and above, we leverage the Edgenuity Courseware program, which offers a comprehensive online curriculum. This resource provides personalized learning pathways and additional support to students who may require extra assistance in these subjects. By utilizing these evidence-based

programs, Valley Oak Charter ensures that students who are struggling receive the targeted intervention they need to succeed in Mathematics and Language Arts

Valley Oak Charter also recognizes the importance of providing teachers with the necessary support and training to effectively utilize iReady and Edgenuity Courseware as intervention tools for students who are facing academic challenges. While these programs offer valuable resources, it is crucial that our teachers receive comprehensive professional development to maximize their effectiveness in implementing targeted interventions. We understand that utilizing technology-based resources for intervention requires specific knowledge and skills. Therefore, Valley Oak Charter is committed to offering ongoing training opportunities for our teachers, ensuring they are equipped with the expertise to leverage these programs effectively. By investing in professional development and providing continuous support, we aim to empower our teachers to use iReady and Edgenuity Courseware as powerful tools for delivering personalized intervention strategies and fostering academic growth among our students.

2. Valley Oak Charter recognizes the paramount importance of creating a safe and secure environment that instills a sense of safety among our students, staff, and families. In light of the growing concerns and fears surrounding school shootings, we are committed to taking proactive measures to enhance our security protocols. To address this issue, Valley Oak Charter has recently installed motion detection cameras throughout the campus, which serve as an additional layer of surveillance and monitoring. However, we acknowledge that there is still more work to be done in securing our school premises. As a charter school operating within budget constraints, we are actively exploring various cost-effective options and innovative strategies to further enhance the safety and security of our campus. Our commitment to the well-being and peace of mind of our community remains steadfast, and we will continue to prioritize the ongoing evaluation and implementation of measures that promote a sense of safety and security at Valley Oak Charter.

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4. Valley Oak Charter recognizes the importance of fostering a safe and inclusive learning environment where all students feel respected, valued, and free from bullying. We understand that bullying can have detrimental effects on the emotional well-being, academic performance, and overall development of our students. Therefore, we are committed to actively addressing and preventing bullying within our school community. This includes implementing comprehensive anti-bullying policies and procedures that clearly define and prohibit bullying behavior. We will provide ongoing training and professional development for staff members to effectively identify, intervene, and address instances of bullying. Additionally, we will prioritize the promotion of positive relationships, empathy, and conflict resolution skills among students through the implementation of social-emotional learning programs. Through these concerted efforts, Valley Oak Charter aims to create a nurturing and inclusive environment that empowers students to thrive academically, emotionally, and socially, free from the impacts of bullying.

# LCAP Highlights

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

Valley Oak Charter is dedicated to creating a nurturing and inclusive learning environment that promotes academic excellence and personal growth. To enhance our educational offerings, we are excited to announce the addition of new qualified teachers for the upcoming academic year, who will be replacing retiring and resigning staff members. This expansion of our teaching staff will enable us to continue delivering high-quality instruction and individualized support to our students. In addition, Valley Oak's Local Control and Accountability Plan (LCAP) emphasizes our commitment to providing access to a wide range of current, standards-aligned instructional materials in all subject areas. We offer a lending library that provides students with a diverse selection of curriculum materials, catering to their unique needs and interests. To further support this objective, Valley Oak offers a stipend empowering families to purchase curriculum materials aligned with their instructional goals, thereby enhancing the quality and relevance of classroom instruction. Moreover, Valley Oak recognizes the importance of leveraging technology to support student learning, providing iReady and Edgenuity Courseware at no charge. These digital platforms offer interactive and engaging educational content aligned with academic standards, ensuring students have access to comprehensive and tailored instructional materials. By incorporating these initiatives, Valley Oak strives to foster a safe, inclusive, and academically enriching environment that promotes student success and growth.

Valley Oak is dedicated to continuous school improvement through the analysis of student progress and programs. They use the iReady assessment program to evaluate student performance and growth, administering it at the beginning, middle, and end of the year. Teachers also monitor student progress through work analysis and tracking in iReady and Edgenuity. This data-driven approach helps tailor instruction and intervention strategies. Valley Oak offers academic tutoring, counseling, Independent Study, CHSPE Prep Classes, and special education services to support diverse student needs. They provide a dedicated teacher for academic support sessions and offer free online programs for personalized learning. While survey results are valued, caution is advised in interpreting them due to potential limitations and sample size. Valley Oak aims to encourage wider participation in future surveys for a comprehensive understanding of parent perspectives to improve education for students.

Valley Oak Charter offers optional trimester workshops, project-based classes, and Open Time for students to engage in enrichment, socialization, and supplemental learning. Open Time allows students from different grades to interact, fostering a sense of community and providing hands-on learning experiences through field trips and on-site activities. The school recognizes the importance of free play and unstructured socialization for students' holistic development, promoting creativity, problem-solving, and social skills. Valley Oak also prioritizes college, career, and life readiness through comprehensive programs, counseling services, and dual enrollment opportunities with Ventura College. Survey results should be interpreted with caution due to potential limitations and a small sample size. Valley Oak aims to encourage wider participation in future surveys for a more comprehensive understanding of parent perspectives to improve education for students.

Valley Oak recognizes the importance of heightened security measures to ensure student well-being and parental peace of mind. They aim to address concerns raised by parents regarding the open campus design. The school is committed to creating a safe learning environment by assessing and enhancing the security infrastructure, investing in professional development for staff, and conducting safety drills. Valley Oak's Local Control and Accountability Plan (LCAP) focuses on fostering the social and emotional growth of students, incorporating Circle Ways training to promote connection and communication skills. The school maintains a low teacher-to-child ratio and includes teacher's aides for effective supervision and support. The Steering Committee serves as a link between parents and the administration, promoting open communication and involvement in decision-making. Valley Oak values parent engagement through initiatives like work days and open

houses. The meal program ensures access to balanced and nourishing meals, emphasizing healthy eating habits and locally sourced options. Valley Oak's commitment to security, social-emotional development, parental involvement, and addressing food insecurity creates an inclusive and supportive educational environment for all students.

Robin's Nest and Ojai Youth Entertainers Studio are after-school programs that offer diverse activities such as arts, music, and drama to Valley Oak students. These programs have become highly popular and often have waitlisted enrollments due to their engaging and comprehensive curricula. Students have shown great enthusiasm and provided positive feedback, highlighting their genuine love for these opportunities. Valley Oak takes pride in providing these exceptional after-school programs, which create a vibrant and supportive environment, fostering creativity, skill development, and personal growth. These programs ensure that students have access to enriching experiences beyond regular school hours, nurturing their talents and cultivating a lifelong love for learning.

## Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### ***Schools Identified***

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

N/A

### ***Support for Identified Schools***

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

N/A

### ***Monitoring and Evaluating Effectiveness***

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

N/A

# Engaging Educational Partners

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

During the process of finalizing the LCAP, open communication and collaboration were key components. Draft copies of the plan were distributed to educational partners, including teachers, and staff members. Their valuable input and feedback were actively sought through various channels such as email exchanges, one-on-one meetings between parents and Supervising Teachers (STs), discussions held during Steering Committee meetings, and public hearings conducted by the Board of Directors (BOD).

Educational partners had the opportunity to review the draft, share their thoughts, and provide suggestions for improvement. The aim was to create a plan that truly reflected the needs, aspirations, and interests of the Valley Oak Charter community. The input received from educational partners was carefully considered, and modifications were made to the plan based on their insights. Surveys were sent to families to gain valuable input on all aspects of the LCAP. Survey results were included in the LCAP.

Throughout the process, there was a strong emphasis on maintaining a highly democratic system, recognizing the importance of engagement and involvement from all educational partners. As a true homeschool program, Valley Oak Charter values the partnership between parents, students, and the school. The small size of the school, with its limited enrollment of 75 students, further facilitates close collaboration and meaningful participation from all educational partners.

To ensure transparency and inclusivity, the final version of the LCAP was shared with all educational partners. They were given the opportunity to provide any last-minute feedback or suggestions before the plan was officially adopted. This final step will occur during a Board of Directors meeting on June 8th, where the comprehensive LCAP can be approved, representing the collective efforts and contributions of the entire Valley Oak Charter educational community.

A summary of the feedback provided by specific educational partners.

**Students:** In order to gather valuable insights and feedback for programming options in the upcoming academic year, an extensive student survey was conducted. The survey, carried out in May, aimed to evaluate the effectiveness of Valley Oak's programs. Moreover, student input was actively sought through conversations with staff and administration. Given our school's small size these one-on-one conversations served as a valuable avenue for gauging student input on the school program.

**Parents:** Our parents played an active role in providing input on programming for the upcoming academic year. They were given opportunities to share their thoughts and preferences through surveys, email exchanges, formal meetings, and ongoing conversations with their family's Supervising Teacher, as well as with the Director, Special Education Coordinator, and other staff members. Additionally, an annual parent satisfaction survey and program evaluation were administered at the end of the year to gather comprehensive feedback.

**Staff:** At Valley Oak Charter, we prioritize staff engagement in the continuous improvement of our school. Weekly staff meetings serve as a platform for raising pertinent issues, soliciting input, and evaluating proposals. Furthermore, the LCAP Coordinator and Admin Team actively sought ideas and feedback from individual staff members, recognizing their expertise and perspectives in their respective areas of focus. The invaluable insights provided by Supervising Teachers and the Education Coordinator, who maintain constant communication with students and parents, greatly contribute to our decision-making process.

Admin Team: Our dedicated Administrative Team devotes two hours per week to address LCAP-related questions and engage in discussions. To facilitate efficient collaboration, the LCAP Coordinator shares prompts and relevant sections of the LCAP in GoogleDocs, allowing members of the Administrative Team to provide comments and suggestions at their convenience.

Board of Directors (BOD): LCAP issues and proposals are presented by both the Administrative Team and the LCAP Coordinator during Board Meetings. In June, the Board conducted a public hearing on the Budget Overview for Parents, followed by a budget approval meeting a week later. Similarly, in June, a public hearing on the 2021-24 LCAP was held, followed by an approval meeting a week later.

OUSD: As part of the 2020 charter renewal process, the Ojai Unified School District (OUSD) reviewed Valley Oak Charter's charter and existing program. During this review, the OUSD offered valuable suggestions for amending the charter. These suggestions were thoroughly reviewed by our educational partners, who actively participated in the comprehensive planning process to ensure alignment with the expectations and requirements of the district.

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

The LCAP for Valley Oak Charter incorporated specific input from educational partners in various aspects to address key areas of improvement. Here is a breakdown of how their input influenced the following areas:

##### Improving Academic Support to Increase Test Scores:

Educational partners provided valuable input on enhancing academic support systems to boost test scores. Their insights and expertise helped shape strategies and initiatives aimed at addressing specific areas of improvement. For example, input from educational partners may have influenced the implementation of targeted interventions, additional resources, and instructional approaches designed to enhance students' academic performance. These measures could include tailored tutoring programs, targeted skill-building workshops, and personalized learning plans, all aimed at improving test scores and academic outcomes.

##### Creating a Sense of Safety at School:

Educational partners' input played a significant role in addressing the goal of creating a safe and supportive school environment. Their feedback influenced the development of comprehensive plans and programs to enhance school safety measures. This includes the implementation of anti-bullying campaigns, conflict resolution strategies, and creating positive school climates through community-building activities. By incorporating the perspectives of educational partners, Valley Oak Charter aimed to ensure that the strategies implemented effectively promote safety, well-being, and a positive school culture.

##### Focusing on Creating On-Site Classes that Interest Students More:

The input from educational partners influenced the LCAP's focus on offering on-site classes that align with students' interests and preferences. These educational partners have shared insights into the needs and aspirations of the student population, helping Valley Oak Charter identify subject areas or programs that could engage and motivate students more effectively. Based on this input, the LCAP prioritizes the development of a diverse range of on-site classes, extracurricular activities, and enrichment programs that cater to students' specific interests. These offerings include art, music, technology, and other subjects that resonate with the student body, fostering a sense of engagement and enthusiasm for learning.

Overall, the specific input from educational partners has influenced the LCAP at Valley Oak Charter by shaping academic support strategies, informing initiatives to create a safe school environment, and guiding the development of on-site classes that cater to students' interests. The



collaborative nature of this process ensures that the LCAP reflects the collective efforts and insights of the educational community, ultimately leading to an improved educational experience for the students at Valley Oak Charter.

# Goals and Actions

## Goal

Goal #	Description
1	Maintain VOC's high-quality basic educational services: A.) a qualified staff, B.) adequate and appropriate school facilities, and C.) access to a broad selection of high-quality, standards-based courses and instructional materials.

An explanation of why the LEA has developed this goal.

Valley Oak Charter School was established in 2002 to offer an educational program that meets the needs of homeschool families living in the Ojai Valley and nearby communities. This meant, at a minimum, providing basic educational services for local families adopting a homeschool lifestyle. These services include oversight, support, and guidance by a staff of professional educators, standards-aligned instructional materials, and a campus facility where homeschool students can engage in optional group learning, tutoring, and socialization activities. The school has successfully implemented these basic services and now maintains them with a program that fits the homeschool philosophy.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Dashboard Local Indicator; Basics: Teachers, Instructional Materials, and Facilities	Standard Met	Standard Met	Standard Met		Standard Met
School Dashboard Local Indicator; Access to a broad course of study.	Standard Met	Standard Met	Standard Met		Standard Met
Percent of parents who report that VOC staff are qualified (or	90%	100%	85%		95% or better

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
better) for their positions					
Percent of parents who report an adequate, clean, and well-maintained campus.	90%	100%	75%		95%
Percentage of parents reporting their student have adequate CCSS-aligned curricular materials.	90% on a 2020 Survey	95%	81%		90% or better

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Recruit and retain qualified credentialed teachers, teaching assistants, and administrative support staff.	VOC contracts with its authorizing District, the Ojai Unified School District, to process all hiring and clearance checks for both certificated and classified employees.	\$292,582.00	No
1.2	Ensure access to a broad selection of current, standards-aligned instructional materials in all subject areas that match the ability, learning style, academic needs, and interests of individual	Valley Oak Charter not only supplies textbooks and online curriculum, but parents may use their curriculum budget for learning supplies, educational games, outside reading, and other educational materials and supplies.	\$11,117.00	Yes

Action #	Title	Description	Total Funds	Contributing
	students.			
1.3	Provide a clean, well-maintained campus that facilitates learning and is appropriate for the VOC educational program.	Valley Oak Charter recently purchased a church facility in the Ojai Valley which it has been converting over to school use.	\$63,440.00	No
1.4	Identify and promote best practices in homeschool education through the professional growth of school staff and ongoing guidance for the school's parent educators.	Valley Oak encourages its staff to engage in ongoing professional development activities, including workshops, summer courses, online webinars, school conferences, and personal research.	\$1,325.00	No

## Goal Analysis [2022-23]

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

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

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

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

Budgeted expenditures on the final 2022-23 LCAP were overstated. As a result, the actual expenditures for Goal 1 were only \$351,622. This amount represents a shortfall of \$300,622. Despite the oversight, the charter school utilized federal, state, and local funds to meet the Goal 1

expectations, including the requirements to expend LCFF supplemental funding. To prevent this from happening again, the 2023-24 LCAP has been adjusted to align the budget with each goal accordingly.

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

Our teachers and teacher's aides are committed to providing a nurturing and inclusive learning environment that fosters academic excellence and personal growth. To further enhance our educational offerings, Valley Oak is proud to announce the addition of new qualified teachers for the upcoming academic year who will be replacing staff retiring and resigning this year. This inclusion to our teaching staff will enable us to continue delivering high-quality instruction and individualized support to our students.

Valley Oak's Local Control and Accountability Plan (LCAP) highlights our commitment to ensuring access to a wide array of current, standards-aligned instructional materials in all subject areas that cater to the unique needs and interests of individual students. To support this objective, Valley Oak offers a lending library that provides students with a diverse selection of curriculum materials. This lending library allows students to explore various resources that match their ability, learning style, and academic needs, fostering a personalized learning experience. Additionally, Valley Oak provides a stipend that empowers families to purchase curriculum materials that align with their instructional goals, further enhancing the quality and relevance of classroom instruction.

In addition to the lending library and curriculum stipend, Valley Oak understands the importance of leveraging technology to support student learning. As such, we provide iReady and Edgenuity Courseware to our students at no charge. These digital platforms offer interactive and engaging educational content that aligns with academic standards. By providing these resources, Valley Oak ensures that our students have access to a comprehensive range of instructional materials that are both up-to-date and tailored to their individual needs, enabling them to thrive academically and reach their full potential.

Valley Oak is committed to providing a clean and well-maintained campus that creates an optimal learning environment for our students. To achieve this goal, Valley Oak ensured the provision of a suitable property that accommodates our educational program's needs. Additionally, we have taken proactive steps to enhance the campus environment by incorporating various elements that foster learning and appreciation for nature.

One notable addition is the creation of a native plant forest, carefully designed to facilitate learning opportunities. This natural setting not only serves as an outdoor classroom but also promotes environmental awareness and biodiversity. Students have the opportunity to explore and study native plants, observe wildlife, and engage in hands-on activities that deepen their understanding of the natural world.

Furthermore, Valley Oak has established a fruit orchard, which not only contributes to the beauty of the campus but also provides a practical learning experience. Students have the chance to participate in caring for the orchard, learning about horticulture, and gaining an appreciation for the process of growing and harvesting fresh produce.

In addition to these environmental initiatives, Valley Oak recognizes the importance of visual representation and a sense of identity within the school community. To that end, we have commissioned a mural on the exterior of the school building that prominently identifies Valley Oak. This mural was created through a collaborative process that involved student input, ensuring that their voices and creativity are reflected in the artwork. The mural not only adds vibrancy and visual appeal to the campus but also instills a sense of pride and belonging among students and staff.

By providing a clean and well-maintained campus, integrating natural elements like the native plant forest and fruit orchard, and celebrating student input through the mural, Valley Oak fosters an environment that is conducive to learning, cultivates a connection with nature, and promotes a strong sense of identity and community within our educational program.

Valley Oak is dedicated to achieving the goal of identifying and promoting best practices in homeschool education through the continuous professional growth of our school staff. To support this objective, Valley Oak has established a teacher resource library, which serves as a valuable tool for addressing classroom management and instructional strategies. This library provides our staff with access to a wealth of resources, research, and materials that aid in their professional development and enable them to implement effective teaching practices. In addition, Valley Oak recognizes the importance of fostering a sense of community and collaboration among our educators. To this end, we have incorporated Circle Ways training into our professional growth program. This transformative practice facilitates connection, empathy, and effective communication among our teachers, creating a supportive and inclusive learning environment within our school. Valley Oak further supports best practices in homeschool education through targeted workshops that address specific needs and challenges faced by our teachers. These workshops provide valuable opportunities for our educators to enhance their skills, expand their knowledge, and learn about innovative approaches and instructional strategies. By investing in the professional growth of our teachers, we ensure that they are equipped with the resources and guidance to provide a high-quality homeschool education experience for our students. Valley Oak organizes parent workshops during Open Houses throughout the year as part of our commitment to fostering a strong partnership between parents and the school community. These workshops provide valuable opportunities for parents to engage in meaningful discussions and gain insights into various aspects of their child's education. Covering topics such as effective communication strategies, supporting learning at home, and understanding curriculum and assessment, these workshops equip parents with knowledge and tools to actively participate in their child's educational journey. By offering these workshops, Valley Oak encourages collaborative learning between parents and educators, promoting a supportive and enriching environment that enhances the overall educational experience for our students. Through the provision of a teacher resource library, Circle Ways training, targeted workshops for professional development and family workshops, Valley Oak remains committed to promoting best practices in homeschool education. By nurturing the growth and expertise of our teachers, we empower them to deliver exceptional instruction, meet the unique needs of our students, and create a dynamic learning environment that fosters academic and personal growth. Regarding recent survey results, it is important to note that the interpretation should consider the context and limitations of the survey itself. While we value feedback from our parent community, it is crucial to acknowledge that survey results may not always represent the views of the entire parent population. The response rate for the survey might be influenced by factors such as time constraints or personal circumstances, resulting in a relatively small sample size. As a result, caution should be exercised when drawing conclusions from the survey data. To ensure the statistical significance of each answer, rigorous analysis considering the demographics and representation of respondents should be conducted. Valley Oak remains committed to continuous improvement, and we will explore ways to encourage wider participation in future surveys to obtain a more comprehensive understanding of parent perspectives. By taking into account these considerations, we can better address the needs and concerns of our parent community and make informed decisions that positively impact our students' education.

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

No changes have been made to the planned goal, metrics, desired outcomes, or actions.



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

# Goals and Actions

## Goal

Goal #	Description
2	Increase student achievement in the common core, grade-level standards (ELA, math, and science) as measured by State assessments.

An explanation of why the LEA has developed this goal.

VOC provides common core aligned online programs to students that prepare them for state assessments. Additionally, VOC has increased their programming hours to include academic support on Mondays and Fridays both virtually and on-site.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Dashboard Local Indicator--Chronic absenteeism	Standard Met	Standard Met	Medium		Standard Met
Dashboard Local Indicator: Language Arts	Yellow	Yellow	No Performance Level		Yellow or better
Dashboard Local Indicator: Mathematics	Yellow	Yellow	No Performance Level		Yellow or better
Dashboard Local Indicator: Implementation of academic standards	Standard Met	Standard Met	Standard Met		Standard Met
Percentage of students who complete 100% of the Independent Study	90%	80%			95% or better

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
assignments during the year (as measured by completed work records)					
Number of high school completers	2	4	3		3
Percentage of diploma track students completing at least 15 credits per full semester enrolled	70%	100%	100%		75% or better
Percentage of K-12 students who will score at grade level in ELA and Math on local benchmark assessments.	60% ELA; 50% Math	79% ELA: 65% Math			65% ELA; 60% Math
Percentage of parents who will report their child made satisfactory progress (or better) in their academic subjects.	90%	100%	71%		90% or better
Percentage of parents who report satisfaction with the school's local assessments and their usefulness in the achievement of academic progress.	80%	80%	62%		90% or better

## Actions

Action #	Title	Description	Total Funds	Contributing
<b>2.1</b>	Establish an infrastructure and culture for continuous school improvement through the ongoing analysis of student progress and school programs.	Valley Oak Charter is continually improving its infrastructure for continuous school improvement through by refining our SLOs, metrics, and data, and developing a program for staff and families to contribute towards the improvement of the school program.	\$2,426.00	No
<b>2.2</b>	Provide online benchmark assessments with integrated learning curriculums that promote student grade level achievement in math, ELA, and science..	Valley Oak Charter ensures that all students, regardless of income, have full access to ongoing assessment of student progress with learning curriculums that use assessment data to place students in an individualized learning program.	\$98.00	No
<b>2.3</b>	Provide a variety of academic learning supports for students: tutoring, academic counseling, Independent Study, CHSPE Prep Classes, special education services, and internet based learning supports.	Based on grade-level data and progress reports from the school's ongoing benchmark assessments, students are placed in grade-level learning programs (math, ELA, and science) that allow them to progress at their own rate.	\$49,036.00	No
<b>2.4</b>	(ADDED ACTION TO DIFFERENTIATE SUPPLEMENTAL GRANT) Provide a variety of academic learning supports for students: tutoring, academic counseling,	Based on grade-level data and progress reports from the school's ongoing benchmark assessments, students are placed in grade-level learning programs (math, ELA, and science) that allow them to progress at their own rate.	\$17,238.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Independent Study, CHSPE Prep Classes, special education services, and internet based learning supports.			

## Goal Analysis [2022-23]

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

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

There have been no substantive differences in planned actions and actual implementation of these actions.

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

Budgeted expenditures on the final 2022-23 LCAP were overstated. As a result, the actual expenditures for Goal 2 were only \$54,528. This amount represents a shortfall of \$140,972. Despite the oversight, the charter school utilized federal, state, and local funds to meet the Goal 2 expectations, including the requirements to expend LCFF supplemental funding. To prevent this from happening again, the 2023-24 LCAP has been adjusted to align the budget with each goal accordingly.

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

Valley Oak is committed to establishing an infrastructure and culture that fosters continuous school improvement through the ongoing analysis of student progress and school programs. To achieve this goal, Valley Oak utilizes the iReady assessment program, which serves as a benchmark to evaluate student performance and academic growth. This assessment is administered at the beginning of the year to establish a baseline and mid-year to identify students who may require additional support. Additionally, iReady is used at the end of the year to measure yearly growth and assess the effectiveness of our instructional programs.

In addition to formal assessments, Valley Oak's dedicated teachers provide ongoing monitoring of student progress through various means. They analyze students' work records, assess work samples, and track their advancement in iReady and Edgenuity courseware. This comprehensive approach allows teachers to gather valuable data and insights into each student's strengths, areas for improvement, and overall progress. With this information, educators can tailor instruction, identify areas of intervention, and implement targeted strategies to support each student's individual needs.

By combining the use of iReady assessments, ongoing monitoring by teachers, and analysis of student work samples, Valley Oak establishes a robust framework for continuous school improvement. This data-driven approach enables us to identify areas of success, pinpoint areas for growth, and make informed decisions to enhance our instructional programs. Valley Oak remains dedicated to the ongoing

analysis of student progress and school programs, ensuring that we continuously strive for excellence and provide the best possible educational experience for all our students.

Valley Oak is dedicated to providing a variety of academic learning supports to ensure the success and growth of our students. We offer a range of resources and programs that cater to individual needs. Academic tutoring and counseling services are available to provide targeted assistance and guidance for students who may require additional support. In addition, Valley Oak offers Independent Study options, CHSPE Prep Classes, and special education services, ensuring that students with diverse learning needs receive tailored support and accommodations.

Valley Oak takes pride in the achievements of our high school students, as evidenced by their progress and successful passage of the CHSPE exam. This accomplishment has opened doors for three more graduates, empowering them to pursue their chosen pathways. To further enhance academic support, Valley Oak provides a dedicated teacher who offers Friday academic support sessions. This credentialed teacher facilitates individualized assistance and guidance, helping students overcome challenges and achieve their academic goals. Furthermore, Valley Oak offers free online programs such as iReady and Edgenuity. These internet-based learning supports provide students with interactive and engaging content, tailored to their specific needs and academic levels. The integration of these programs into our curriculum ensures that students have access to personalized and comprehensive learning experiences, enhancing their academic growth and achievement.

By providing a variety of academic learning supports, including tutoring, counseling, Independent Study, CHSPE Prep Classes, special education services, and internet-based learning supports, Valley Oak creates an inclusive and supportive learning environment. Our commitment to individualized assistance and access to high-quality programs empowers our students to excel academically, reach their full potential, and confidently transition to their chosen educational pathways beyond Valley Oak.

Regarding recent survey results, it is important to note that the interpretation should consider the context and limitations of the survey itself. While we value feedback from our parent community, it is crucial to acknowledge that survey results may not always represent the views of the entire parent population. The response rate for the survey might be influenced by factors such as time constraints or personal circumstances, resulting in a relatively small sample size. As a result, caution should be exercised when drawing conclusions from the survey data. To ensure the statistical significance of each answer, rigorous analysis considering the demographics and representation of respondents should be conducted. Valley Oak remains committed to continuous improvement, and we will explore ways to encourage wider participation in future surveys to obtain a more comprehensive understanding of parent perspectives. By taking into account these considerations, we can better address the needs and concerns of our parent community and make informed decisions that positively impact our students' education.

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

There have been no changes made to the planned goals, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.



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

# Goals and Actions

## Goal

Goal #	Description
3	Offer a selection of optional, co-curricular learning activities that, A. awaken and cultivate student curiosity, creativity, and intelligence, B. provide opportunities for social learning, community-based learning, and project-based learning, and c. support and enrich our students' home-based core academic program.

An explanation of why the LEA has developed this goal.

When Valley Oak Charter was founded in 2002, it's stakeholders decided that a homeschool support center must offer optional on-site programs for social learning, project-based learning, community-based learning, and student/family socialization. While these were originally enrichment programs, the school began offering more academic support programs, including independent study periods, tutoring, and test prep programs. The school also runs field trips, guest speakers, and community service projects.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Dashboard Local Indicator: Parent and Family Engagement	Standard Met	Standard Met	Standard Met		Standard Met
Percentage of parents who report satisfaction with the school's co-curricular on-site programming.	90%	100%	86%		90% or better
Percentage of students attending at the end of the year who re-enroll for the following year.	60%	80%			70%
Percentage of students who report satisfaction with	70%	95%	100%		80% or better

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
VOC's co-curricular offerings.					
Percentage of students who participate in the school's optional site based support and enrichment programs.	60%	77%	60		70%

## Actions

Action #	Title	Description	Total Funds	Contributing
<b>3.1</b>	Offer a variety of optional trimester workshops for enrichment, socialization, and supplemental learning.	Each trimester, VOC offers a selection of once-a-week workshops on a variety of subjects. Most of these are enrichment, project-based learning programs, but others offer tutoring in math/ELA or study time with a certificated teacher. There are usually four workshops at each grade level, with some multi-grade level programs. At the high school level, these can be taken for high school transcript credit if all requirements are met.	\$8,749.00	Yes
<b>3.2</b>	Offer a variety of optional one-day learning activities (guest speakers; field trips; project-based learning activities).	In addition to our 11-session workshops on Tuesdays and Thursdays, we offer Open Time activities on Wednesdays. These are one-day learning activities, that include guest speakers, field trips, and project-based learning activities.	\$0.00	No
<b>3.3</b>	Provide on-campus free-play and unstructured socialization	The Valley Oak Community believes strongly in the philosophy of free play and its importance for the development of socialization skills and emotional health. On the days the school is open for on-site programs, VOC offers three half-hour periods for children	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
	opportunities.	to engage in free play and socialization within designated areas on campus.		
3.4	College, career, and life readiness programs & counseling—both group and individual.	Valley Oak Charter's high school staff provide ongoing academic and college counseling for students. This is done through individual meetings with students and their families, and in groups such as our CHSPE preparation workshops. When we are able to take field trips, we usually plan one college visitation per year. Many of our high school students elect to take career courses at the VCOE Career Education Center and many take courses at the local community colleges as part of a dual enrollment program.		No

## Goal Analysis [2022-23]

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

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

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

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

Budgeted expenditures on the final 2022-23 LCAP were overstated. As a result, the actual expenditures for Goal 3 were only \$8,191. This amount represents a shortfall of \$224,009. Despite the oversight, the charter school utilized federal, state, and local funds to meet the Goal 3 expectations, including the requirements to expend LCFF supplemental funding. To prevent this from happening again, the 2023-24 LCAP has been adjusted to align the budget with each goal accordingly.

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

Valley Oak Charter is dedicated to offering a variety of optional trimester workshops that promote enrichment, socialization, and supplemental learning opportunities for our students. In addition to our project-based classes held on Tuesdays and Thursdays, we also provide Open Time every Wednesday. Open Time serves as a valuable platform for all grade levels to come together, learn collaboratively,

and engage in a range of activities. This includes exciting field trips that provide hands-on learning experiences outside of the traditional classroom setting. Additionally, on-site activities are organized to further enrich students' knowledge and foster their social and academic development. Open Time at Valley Oak Charter offers a unique opportunity for students to interact across different grade levels, fostering a sense of community and enhancing their overall educational experience.

Valley Oak recognizes the importance of providing on-campus free-play and unstructured socialization opportunities for our students as part of our commitment to their holistic development. We understand that free play is a crucial component of education as it fosters creativity, problem-solving skills, social interaction, and emotional well-being. By offering dedicated time for free play on our campus, we create an environment where students can freely explore their interests, engage in imaginative play, and develop essential social skills. This unstructured socialization time allows students to interact with their peers, form friendships, and navigate social dynamics independently. Valley Oak believes that by embracing and encouraging free play, we support the overall growth and well-rounded education of our students, helping them to become confident, resilient, and socially adept individuals.

Valley Oak is committed to addressing the goal of college, career, and life readiness through comprehensive programs and counseling services, both in group and individual settings. Our dedicated staff provides academic counseling, assisting students in navigating their educational journey and preparing them for future success. We take pride in the fact that many of our students choose to dual enroll in the local community college, Ventura College, which allows them to gain valuable college credits and explore their career interests while still in high school. Moreover, our CHSPE program has been a resounding success, enabling students to pass the California High School Proficiency Examination and earn their high school equivalency. Through these college, career, and life readiness initiatives, Valley Oak empowers students to make informed decisions about their educational and career pathways, equipping them with the necessary skills and knowledge for a successful transition to higher education or the workforce.

Regarding recent survey results, it is important to note that the interpretation should consider the context and limitations of the survey itself. While we value feedback from our parent community, it is crucial to acknowledge that survey results may not always represent the views of the entire parent population. The response rate for the survey might be influenced by factors such as time constraints or personal circumstances, resulting in a relatively small sample size. As a result, caution should be exercised when drawing conclusions from the survey data. To ensure the statistical significance of each answer, rigorous analysis considering the demographics and representation of respondents should be conducted. Valley Oak remains committed to continuous improvement, and we will explore ways to encourage wider participation in future surveys to obtain a more comprehensive understanding of parent perspectives. By taking into account these considerations, we can better address the needs and concerns of our parent community and make informed decisions that positively impact our students' education.

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

There have been no changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

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



# Goals and Actions

## Goal

Goal #	Description
4	Create a safe, welcoming, and engaging school environment for homeschool families (both students and parents).

An explanation of why the LEA has developed this goal.

What makes Valley Oak Charter a true "homeschool program" (rather than simply an independent study, distance learning school) is the involvement of parents in their children's home education and in the community of families that make up the school. For this to happen, both parents and students need to feel welcome, safe, and engage...by the school and each other. At Valley Oak, one of the school's primary goals is to create a welcoming and safe environment where families and teachers connect with each other around learning and healthy relationships.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Dashboard Local Indicators: Chronic absenteeism and school suspensions	Standard Met	Standard Met	Standard Met		Standard Met
Dashboard Local Indicators: School Climate Survey	Standard Met	Standard Met	Standard Met		Standard Met
Percentage of parents who will give a positive response on school safety (physical and emotional)	90% on a 2020 Survey	95%	71%		90%
Percentage of students who report	90% on a 2020 Survey	95%	100%		90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
they feel welcome, happy , and emotionally safe while at VOC.					
Percentage of students who feel the staff and other adults at VOC treat them with “respect, concern, and friendliness”	90%	95%	100%		90% or better
Percentage of parents who say they communicate with their child’s Supervising Teacher at least monthly through email, text messages, and/or phone contacts.	90%	95%	90%		90% or better
Percentage of students who report they have ever felt “bullied, teased, or isolated” by other students at VOC.	25%	10%	21%		10% or less

## Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Offer a variety of Social-Emotional Learning activities,	Valley Oak Charter is not only concerned with academic learning and achievement, we are also concerned with our students' social-emotional development. It is especially important for homeschool	\$455.00	Yes

Action #	Title	Description	Total Funds	Contributing
	including workshops, group activities, and individual guidance & support.	children to have opportunities to play and learn with other children. At VOC, students learn in an environment that emphasizes creativity, independent thinking, and cooperative learning. Many of our social learning activities are multi-aged so students learn to work with diverse age groups, where older children share their learning with younger children and younger children learn from older classmates.		
<b>4.2</b>	Establish effective supervision protocols for the classroom, playground, and field trips to help staff and Assisting Parents promote healthy, positive, emotionally-safe social interactions.	Valley Oak Charter puts a lot of time and energy into improving its supervision protocols and referral procedures. Staff members see themselves not as rule enforcers, but as guidance counselors who help children to learn from their actions. Every negative outcome is, or should be, a learning experience. The school does set policies and establish boundaries, but we also work with our students to understand their behavior and to improve their outcomes. We are able to do this because of our small size. Also, we have group learning activities with different age groups, so younger children observe the more mature behavior of the older children and learn from it.	\$12,380.00	Yes
<b>4.3</b>	Provide ongoing guidance & support for parents; promote parent engagement in school decision-making and the ongoing daily operation of the school.	By definition, homeschooling is a method of educating students where parents serve as their children's primary educators. VOC sees itself as a homeschool support program, that supports both students and parents in making the homeschool experience successful. Parents are therefore an integral part of the school's decision-making and operations. We involve parents at every level of the school, from teaching their children to assisting with our optional on-site programs, to serving on operational committees and the Board of Directors. We also provide opportunities for parents to sharpen their skills as educators and to learn from each other.		No
<b>4.4</b>	Offer an-site meal program, with free meals for students from socio-	Valley Oak provides an on-site meal program for socio- economically disadvantaged students as mandated by AB 1871. These are provided on days when programs are available on- campus. Meal vouchers are	\$161.00	No

Action #	Title	Description	Total Funds	Contributing
	economically disadvantaged families	available for purchase by all students and free-of charge for low-income students.		

## Goal Analysis [2022-23]

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

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

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

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

Budgeted expenditures on the final 2022-23 LCAP were overstated. As a result, the actual expenditures for Goal 4 were only \$12,417. This amount represents a shortfall of \$120,333. Despite the oversight, the charter school utilized federal, state, and local funds to meet the Goal 4 expectations, including the requirements to expend LCFF supplemental funding. To prevent this from happening again, the 2023-24 LCAP has been adjusted to align the budget with each goal accordingly.

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

Valley Oak, like many other educational institutions, recognizes the need for heightened security measures to ensure the well-being of our students and peace of mind for our parents. As a charter school with an open campus design, we face unique challenges in this regard. While our open campus has traditionally symbolized our commitment to community integration, it now demands careful consideration and action to address the concerns raised by parents. Within our LCAP, we acknowledge the importance of creating a safe learning environment where every student can thrive without fear. Our commitment to their well-being starts with a comprehensive assessment of our current security infrastructure. We recognize that limited funding poses a significant hurdle, but we are dedicated to exploring creative solutions to enhance our school's security measures. Recognizing the need for ongoing training and preparedness, Valley Oak recognizes the importance of investing in professional development for our staff and implementing safety drills that empower both teachers and students to respond effectively in emergency situations. By fostering a culture of awareness and preparedness, we can ensure that Valley Oak remains a safe haven for our students. Valley Oak's LCAP is a testament to our unwavering commitment to the safety and well-being of our students. We believe that by working collaboratively with parents, educators, and the wider community, we can overcome the challenges posed by school shootings. Together, we will advocate for increased funding and resources to ensure that every child receives the safe and nurturing education they deserve. Our dedication to local control and accountability will drive us towards a future where Valley Oak stands as a shining example of a charter school that places student safety at the forefront of its mission. Valley Oak's Local Control and Accountability Plan (LCAP) places great importance on fostering the social and emotional growth of our students. As part of our commitment to creating a supportive and inclusive learning environment, we have incorporated Circle Ways training into our curriculum. Circle Ways is a transformative

practice that promotes connection, empathy, and communication skills among students. Through facilitated circle discussions, students learn to actively listen, respect diverse perspectives, and engage in meaningful dialogue. This training not only strengthens the social fabric of our school community but also equips our students with vital life skills that contribute to their overall well-being. By incorporating Circle Ways into our LCAP, Valley Oak ensures that our students receive a holistic education that nurtures their social and emotional development, empowering them to navigate the complexities of the world with empathy and resilience. To ensure a safe and nurturing environment, Valley Oak maintains a teacher-to-child ratio of 12:1, allowing for personalized attention and effective monitoring of student activities. In addition to our dedicated teaching staff, we have implemented the inclusion of teacher's aides in classrooms, providing an additional layer of supervision and support. These teacher's aides work closely with teachers to ensure that students receive the necessary guidance, supervision, and assistance throughout their educational journey. By maintaining an optimal ratio and incorporating teacher's aids, Valley Oak prioritizes the safety and well-being of our students, fostering an environment where they can thrive academically, emotionally, and socially. Our parent group, the Steering Committee, serves as a vital link between parents and the school administration, fostering open communication and shared decision-making. Through regular meetings and feedback sessions, the committee actively contributes to the development and implementation of policies, programs, and initiatives that align with the needs and aspirations of our students and their families. Furthermore, Valley Oak values the active involvement of parents through initiatives such as parent work days, where parents are invited to contribute their time and skills to enhance the school environment. Open Houses, featuring parent workshops, provide a platform for dialogue, learning, and mutual support. Moreover, we maintain an open-door policy, welcoming parents on campus at any time, allowing for meaningful engagement and collaboration. By including parents in various aspects of school life, Valley Oak ensures that their perspectives are valued, their voices are heard, and their contributions are recognized, fostering a strong partnership between home and school that enhances the educational experience for our students. Our meal program provides essential support to children in need, ensuring they have access to balanced and nourishing meals. Available to all children, our meal program is designed to promote healthy eating habits and overall well-being. Each meal includes a protein source, whole grain options, and fresh fruit. We take great pride in sourcing locally grown, organic fruits, which are generously donated to Valley Oak. By incorporating these fresh, nutritious options into our meal program, we not only provide vital sustenance but also foster an appreciation for locally sourced, sustainable food practices. Valley Oak's commitment to addressing food insecurity through our meal program reflects our dedication to creating an inclusive and supportive environment where all students have equal opportunities to thrive academically and holistically.

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

There were no changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

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

# Goals and Actions

## Goal

Goal #	Description
5	Focus Goal: develop an on-campus after-school Educational Enrichment Center (1 pm – 5pm) that brings community groups (Educational Enrichment Partners) onto campus for enrichment, academic support, and community-based learning programs that benefit VOC students.

An explanation of why the LEA has developed this goal.

In 2018, Valley Oak Charter purchased the large church facility where the school had previously leased one wing of classrooms. The campus contains two large buildings with dozens of meeting spaces, classrooms, and offices. Over the past two years the VOC has expanded its operations into the unused rooms and meeting spaces of the largest building, but there is still another building on campus that is underutilized. Over the next three years, VOC plans to convert this building into an Educational Enrichment Center for after-school programs (1 pm - 5 pm). We intend to partner with community programs that will run optional educational programs out of the building, which will be available at no charge to our own students. This will expand our offerings for homeschool families and traditional students after school and on weekends.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of available rooms and facilities in Leis Hall used for community-run educational programs that serve VOC students	New project; no baseline data.	Robin's Nest is currently using 2 rooms. OYES uses 4 rooms for their program.	Robin's Nest is currently using 2 rooms. OYES uses 4 rooms for their program.		Full occupancy of building by community groups.
Percentage of VOC families who report satisfaction with program offerings at the new Educational Enrichment Center.	New project; no baseline data.	87%			70%

## Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Develop use of Leis Hall and connected buildings as an Educational Enrichment Center for community groups to run programs that benefit VOC students and the community.	A large, unused building on the school's campus will be converted into an after-school Educational Enrichment Center. Office, meeting, and classroom spaces will be used by community-based "Educational Partners" to run programs at no charge to the school's families.	\$26,917.00	No

## Goal Analysis [2022-23]

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

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

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

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

Budgeted expenditures on the final 2022-23 LCAP were overstated. As a result, the actual expenditures for Goal 5 were only \$26,000. This amount represents a shortfall of \$14,000. Despite the oversight, the charter school utilized federal, state, and local funds to meet the Goal 5 expectations. To prevent this from happening again, the 2023-24 LCAP has been adjusted to align the budget with each goal accordingly.

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

Robin's Nest and Ojai Youth Entertainers Studio, provide exceptional opportunities for our students beyond regular school hours. These programs offer a diverse range of activities, including arts, music, and drama. With their engaging and well-rounded curricula, Robin's Nest and Ojai Youth Entertainers Studio have garnered immense popularity among students, often leading to waitlisted enrollments. Available to all students throughout the year, these programs create a vibrant and supportive environment that fosters creativity, skill development, and personal growth. The enthusiasm and positive feedback from students demonstrate their genuine love for these after-school offerings. Valley Oak is proud to provide these exceptional opportunities, ensuring that our students have access to enriching experiences beyond the Valley Oak school day, nurturing their talents and fostering a lifelong love for learning.

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

There were not changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

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



# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
32,483	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
6.28%	0.00%	\$0.00	6.28%

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

## Required Descriptions

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

Valley Oak Charter has no foster youth or EL students. VOC does serve many low-income students.Until VOC was chartered in 2002, homeschooling families were those who could purchase all their own educational materials, tutoring services, and community programs. Valley Oak was designed to support homeschooling families who could not afford to educate their children privately. Homeschooling is much more than just "school at home." There is a "homeschooling experience" that includes extending learning into the community and taking advantage of community resources in the education of the child. It involves learning projects and the use of supplemental learning resources that are normally purchased by the family--even families attending a traditional public school. Because these materials, admission fees, and community programs are part of the "homeschooling experience," Valley Oak includes them as part of our programming budget. Valley Oak serves homeschooling families from all income levels, but all of our programs are designed with low-income students in mind. From our annual budget allotments, to our many school-funded field trips, guest speakers, tutoring services, community learning activities, and learning library, our budget is designed to bring the homeschooling experience to those families who cannot afford to fund these enrichment programs and supplemental learning materials. For this reason, many of the school-wide programs and activities described in our LCAP are funded in part through our Supplemental Grant. These programs are designed to make the full "homeschooling experience" possible for low-income families, but are made available to all families if they choose to participate.

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

Valley Oak Charter has no foster youth or ELL students, so the funds are used to meet the needs of our low-income students and improve services for them. Because of the school's unique mission--serving homeschool families living in the Ojai Valley--the funds are used to help meet the educational needs of low-income families who choose to homeschool their children. Typically, "homeschool" families do not enroll their children in a public school independent study program because the parents want to serve as their child's primary teachers. They want the freedom to create their own lessons and select instructional materials based on their child's individual needs, interests, and abilities. Most homeschool families educate their children privately or join a homeschool co-op, which can be costly. Parents who are well-off can afford to purchase textbooks, online subscriptions, learning supplies, tutoring services, and admission fees to museums and other educational programs in the community. They can afford the time to devote to their children's education. For low-income families, however, a homeschool education is either not an option or they must homeschool their children without adequate materials, guidance, and supplemental educational experiences (museum visits, enrichment classes, tutoring, etc.). As a public charter school, Valley Oak Charter makes it possible for low-income families to homeschool their children. Because of the 12 hours a week of optional learning activities offered on campus, a low-income parent can also work part-time to contribute to the family's income. Valley Oak Charter was founded in 2002 by a group of homeschool families who felt their children's homeschool education was as valuable as that received by children in a traditional public school. They asked the Ojai Unified School District to set up a homeschool support program for Ojai Valley homeschooling families that would provide books, materials, special education services, guidance, supplemental programs to their children. It would be modeled on a program at Santa Barbara Charter School. The Ojai School District agreed and Valley Oak Charter School was established. In a sense, the school itself is a program designed to meet the needs of low-income families who want to homeschool their children. In addition to its basic services for homeschooling families—books, online curriculums, guidance by professional educators, administrative oversight, special education services, etc—the school also provides a variety of optional programs and services that are part of the homeschool experience, but are usually not paid for by a public school. These programs and services allow low-income students to fully participate as true homeschool students. The following is a list of programs, services, and objects that are not generally paid for by public schools, but are free for all of VOC's students so that the full homeschool experience is available to all, regardless of socio-economic level: 1. Open Time funding (optional field trips, presentations, project-based activities): admission, transportation, and supervision. Trips to local museums, zoos, botanical gardens, private art studios, and other community educational sites, as well as on-site contracted programs that charge a fee per student. On the few occasions when families are asked to pay a portion of the fee, low-income students are always free. Open Time funding offers optional community-based enrichment learning opportunities at no cost to low-income students. 2. The school's twelve hours of supervised, optional learning activities held on campus allows low-income parents to work part time to help family finances. 3. Family curriculum allotments allow for the purchase of instructional materials and supplies: outside reading materials, online subscriptions, games and other educational objects, project construction materials, etc. Both consumables and non-consumables items are allowed. 4. Scholastic Magazine subscriptions provided at no cost. 5. Chromebooks and other learning technology; software and online subscriptions. No insurance fees are charged. The devices are made available when requested because most of our families are able to provide their child with them and prefer to use the computer system of their choice. 6. Tutoring provided at no charge to all students including those testing below grade level. 7. CHSPE preparation workshops. 8. CHSPE testing fees paid by the school. 9. Books and materials for community college classes provided to students at no charge. 10. A nutritious lunch when programs offered on campus At Valley Oak. 11. Enriching after school opportunities including art and theater. The school staff always bases its decisions to initiate a new school program on whether we can offer the program to all students at no charge.

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.

Not applicable

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	1:17	
Staff-to-student ratio of certificated staff providing direct services to students	1:8	

## 2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$423,820.00	\$62,104.00			\$485,924.00	\$386,150.00	\$99,774.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Recruit and retain qualified credentialed teachers, teaching assistants, and administrative support staff.	All	\$292,582.00	\$0.00	\$0.00		\$292,582.00
1	1.2	Ensure access to a broad selection of current, standards-aligned instructional materials in all subject areas that match the ability, learning style, academic needs, and interests of individual students.	English Learners Foster Youth Low Income	\$11,117.00				\$11,117.00
1	1.3	Provide a clean, well-maintained campus that facilitates learning and is appropriate for the VOC educational program.	All	\$63,440.00	\$0.00	\$0.00		\$63,440.00
1	1.4	Identify and promote best practices in homeschool education through the professional growth of	All	\$1,325.00				\$1,325.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		school staff and ongoing guidance for the school's parent educators.						
2	2.1	Establish an infrastructure and culture for continuous school improvement through the ongoing analysis of student progress and school programs.	All	\$2,426.00	\$0.00	\$0.00		\$2,426.00
2	2.2	Provide online benchmark assessments with integrated learning curriculums that promote student grade level achievement in math, ELA, and science..	All	\$98.00				\$98.00
2	2.3	Provide a variety of academic learning supports for students: tutoring, academic counseling, Independent Study, CHSPE Prep Classes, special education services, and internet based learning supports.	All		\$49,036.00			\$49,036.00
2	2.4	(ADDED ACTION TO DIFFERENTIATE SUPPLEMENTAL GRANT) Provide a variety of academic learning supports for students: tutoring, academic counseling, Independent Study, CHSPE Prep	English Learners Foster Youth Low Income	\$4,170.00	\$13,068.00			\$17,238.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		Classes, special education services, and internet based learning supports.						
3	3.1	Offer a variety of optional trimester workshops for enrichment, socialization, and supplemental learning.	English Learners Foster Youth Low Income	\$8,749.00				\$8,749.00
3	3.2	Offer a variety of optional one-day learning activities (guest speakers; field trips; project-based learning activities).	All	\$0.00	\$0.00	\$0.00		\$0.00
3	3.3	Provide on-campus free-play and unstructured socialization opportunities.	All	\$0.00	\$0.00	\$0.00		\$0.00
3	3.4	College, career, and life readiness programs & counseling —both group and individual.	All					
4	4.1	Offer a variety of Social-Emotional Learning activities, including workshops, group activities, and individual guidance & support.	English Learners Foster Youth Low Income	\$455.00				\$455.00
4	4.2	Establish effective supervision protocols for the classroom, playground, and field	English Learners Foster Youth Low Income	\$12,380.00				\$12,380.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		trips to help staff and Assisting Parents promote healthy, positive, emotionally-safe social interactions.						
4	4.3	Provide ongoing guidance & support for parents; promote parent engagement in school decision-making and the ongoing daily operation of the school.	All					
4	4.4	Offer an-site meal program, with free meals for students from socio-economically disadvantaged families	All	\$161.00				\$161.00
5	5.1	Develop use of Leis Hall and connected buildings as an Educational Enrichment Center for community groups to run programs that benefit VOC students and the community.	All	\$26,917.00				\$26,917.00

## 2023-24 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
516,975	32,483	6.28%	0.00%	6.28%	\$36,871.00	0.00%	7.13 %	<b>Total:</b>	\$36,871.00
								<b>LEA-wide Total:</b>	\$0.00
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$36,871.00

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	1.2	Ensure access to a broad selection of current, standards-aligned instructional materials in all subject areas that match the ability, learning style, academic needs, and interests of individual students.	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$11,117.00	
2	2.4	(ADDED ACTION TO DIFFERENTIATE SUPPLEMENTAL GRANT) Provide a variety of academic learning supports for students: tutoring, academic counseling, Independent Study, CHSPE Prep Classes, special education services, and	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$4,170.00	



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 (%)
		internet based learning supports.						
3	3.1	Offer a variety of optional trimester workshops for enrichment, socialization, and supplemental learning.	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$8,749.00	
4	4.1	Offer a variety of Social-Emotional Learning activities, including workshops, group activities, and individual guidance & support.	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$455.00	
4	4.2	Establish effective supervision protocols for the classroom, playground, and field trips to help staff and Assisting Parents promote healthy, positive, emotionally- safe social interactions.	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$12,380.00	

## 2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,252,694.00	\$452,760.00

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	Recruit and retain qualified credentialed teachers, teaching assistants, and administrative support staff.	Yes	\$452,544.00	\$266,618
1	1.2	Ensure access to a broad selection of current, standards-aligned instructional materials in all subject areas that match the ability, learning style, academic needs, and interests of individual students.	Yes	\$77,000.00	\$16,832
1	1.3	Provide a clean, well-maintained campus that facilitates learning and is appropriate for the VOC educational program.		\$113,000.00	\$66,848
1	1.4	Identify and promote best practices in homeschool education through the		\$9,700.00	\$1,325

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)
		professional growth of school staff and ongoing guidance for the school's parent educators.			
2	2.1	Establish an infrastructure and culture for continuous school improvement through the ongoing analysis of student progress and school programs.	Yes	\$58,000.00	\$2,426
2	2.2	Provide online benchmark assessments with integrated learning curriculums that promote student grade level achievement in math, ELA, and science..	Yes	\$55,000.00	\$98
2	2.3	Provide a variety of academic learning supports for students: tutoring, academic counseling, Independent Study, CHSPE Prep Classes, special education services, and internet based learning supports.	Yes	\$82,500.00	\$52,004
3	3.1	Offer a variety of optional trimester workshops for enrichment, socialization, and supplemental learning.	Yes	\$112,000.00	\$8,191
3	3.2	Offer a variety of optional one-day learning activities (guest speakers; field trips; project-based learning activities).	Yes	\$61,000.00	
3	3.3	Provide on-campus free-play and unstructured socialization	Yes	\$51,000.00	\$0

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)
		opportunities.			
3	3.4	College, career, and life readiness programs & counseling —both group and individual.	Yes	\$8,200.00	\$0
4	4.1	Offer a variety of Social-Emotional Learning activities, including workshops, group activities, and individual guidance & support.	Yes	\$35,000.00	\$450
4	4.2	Establish effective supervision protocols for the classroom, playground, and field trips to help staff and Assisting Parents promote healthy, positive, emotionally- safe social interactions.	Yes	\$10,750.00	\$11,807
4	4.3	Provide ongoing guidance & support for parents; promote parent engagement in school decision-making and the ongoing daily operation of the school.	Yes	\$72,000.00	\$0
4	4.4	Offer an-site meal program, with free meals for students from socio-economically disadvantaged families	Yes	\$15,000.00	\$161
5	5.1	Develop use of Leis Hall and connected buildings as an Educational Enrichment Center for community groups to run programs that benefit VOC students and the community.	Yes	\$40,000.00	\$26,000

## 2022-23 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)
\$33,601	\$998,658.00	\$41,393.00	\$957,265.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Recruit and retain qualified credentialed teachers, teaching assistants, and administrative support staff.	Yes	\$407,290.00	0	0	0
1	1.2	Ensure access to a broad selection of current, standards-aligned instructional materials in all subject areas that match the ability, learning style, academic needs, and interests of individual students.	Yes	\$62,370.00	\$16,832		
2	2.1	Establish an infrastructure and culture for continuous school improvement through the ongoing analysis of student progress and school programs.	Yes	\$49,483.00	0		
2	2.2	Provide online benchmark assessments with integrated learning curriculums that promote student grade level	Yes	\$44,550.00	0		

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)
		achievement in math, ELA, and science..					
2	2.3	Provide a variety of academic learning supports for students: tutoring, academic counseling, Independent Study, CHSPE Prep Classes, special education services, and internet based learning supports.	Yes	\$82,500.00	\$4,113		
3	3.1	Offer a variety of optional trimester workshops for enrichment, socialization, and supplemental learning.	Yes	\$109,510.00	\$8,191		
3	3.2	Offer a variety of optional one-day learning activities (guest speakers; field trips; project-based learning activities).	Yes	\$57,315.00	0		
3	3.3	Provide on-campus free-play and unstructured socialization opportunities.	Yes	\$45,900.00	0		
3	3.4	College, career, and life readiness programs & counseling —both group and individual.	Yes	\$6,642.00	0		
4	4.1	Offer a variety of Social-Emotional Learning activities, including workshops, group activities, and individual guidance & support.	Yes	\$33,670.00	\$450		

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)
4	4.2	Establish effective supervision protocols for the classroom, playground, and field trips to help staff and Assisting Parents promote healthy, positive, emotionally- safe social interactions.	Yes	\$8,708.00	\$11,807		
4	4.3	Provide ongoing guidance & support for parents; promote parent engagement in school decision- making and the ongoing daily operation of the school.	Yes	\$58,320.00	0		
4	4.4	Offer an-site meal program, with free meals for students from socio- economically disadvantaged families	Yes		0		
5	5.1	Develop use of Leis Hall and connected buildings as an Educational Enrichment Center for community groups to run programs that benefit VOC students and the community.	Yes	\$32,400.00	0		

## 2022-23 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)
485,190	\$33,601	0%	6.93%	\$41,393.00	0.00%	8.53%	\$0.00	0.00%



# Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
  - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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

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

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

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

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

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

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

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

## Plan Summary

### Purpose

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

## Requirements and Instructions

**General Information** – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

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

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

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## Engaging Educational Partners

## Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

## Requirements and Instructions

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

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

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

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

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

**Prompt 1:** “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

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

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

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

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

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

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

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

**Explanation of why the LEA has developed this goal:** Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

### **Broad Goal**

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

**Explanation of why the LEA has developed this goal:** Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

### **Maintenance of Progress Goal**

**Goal Description:** Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

**Explanation of why the LEA has developed this goal:** Explain how the actions will sustain the progress exemplified by the related metrics.

### **Required Goals**

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

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

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

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

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

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

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

### **Measuring and Reporting Results:**

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.



Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

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

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

**Actions:** Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

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

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

## Goal Analysis:

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

### Purpose

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

### Requirements and Instructions

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

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

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

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

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

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

**Required Descriptions:**

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

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

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

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

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

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

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

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

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

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

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

## **For School Districts Only:**

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

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

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

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

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

## Action Tables

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

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

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

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

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

## Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

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

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

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



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

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

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

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

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

## LCFF Carryover Table

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

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

## Calculations in the Action Tables

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

### Contributing Actions Table

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

### Contributing Actions Annual Update Table

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

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

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

### **LCFF Carryover Table**

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

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

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

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