

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Ventura County Office of Education

CDS Code: 56105610000000

School Year: 2024-25

LEA contact information:

Christina Mahone

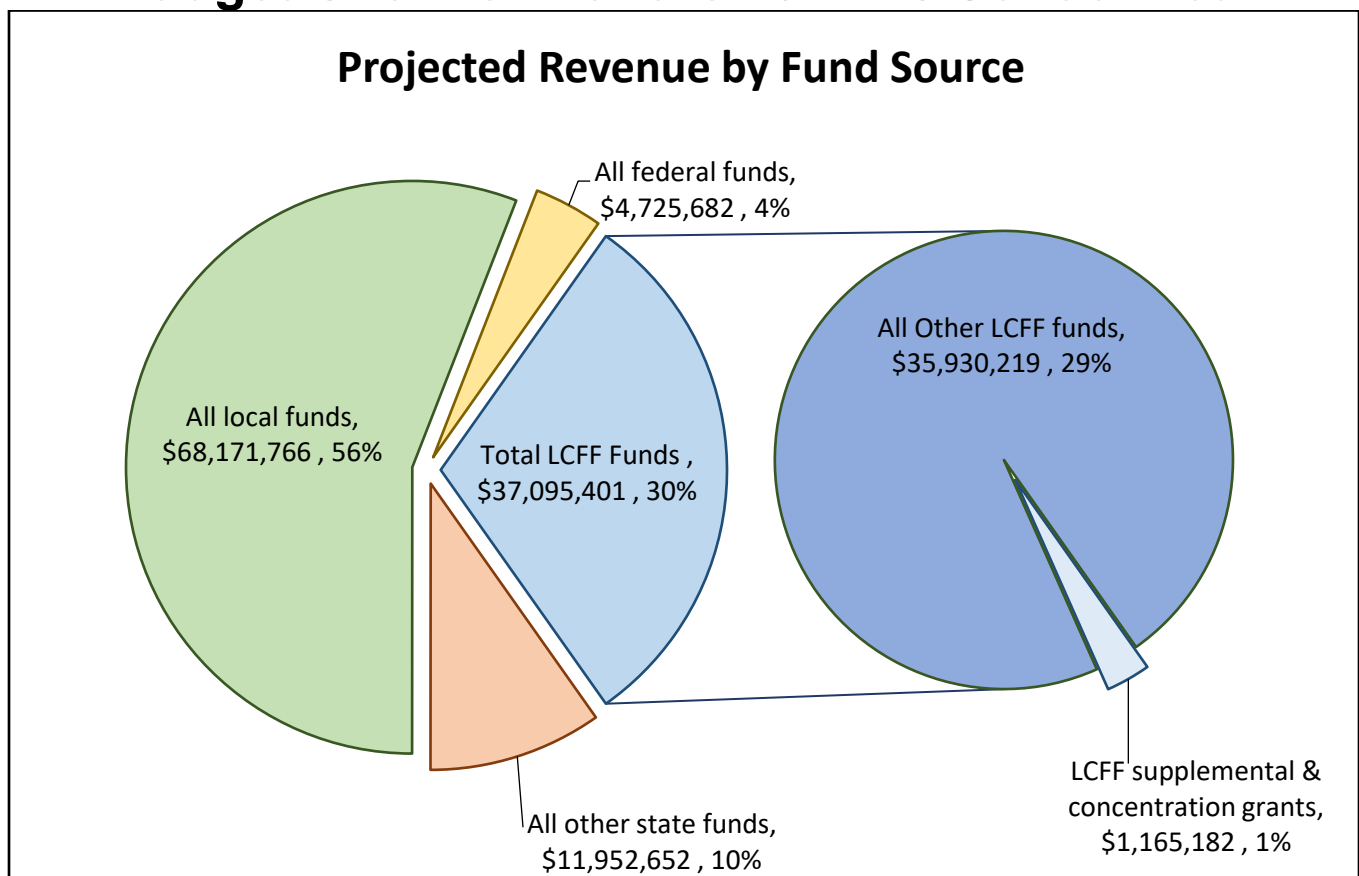
Director, County Program Support and Accountability

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

Budget Overview for the 2024-25 School Year

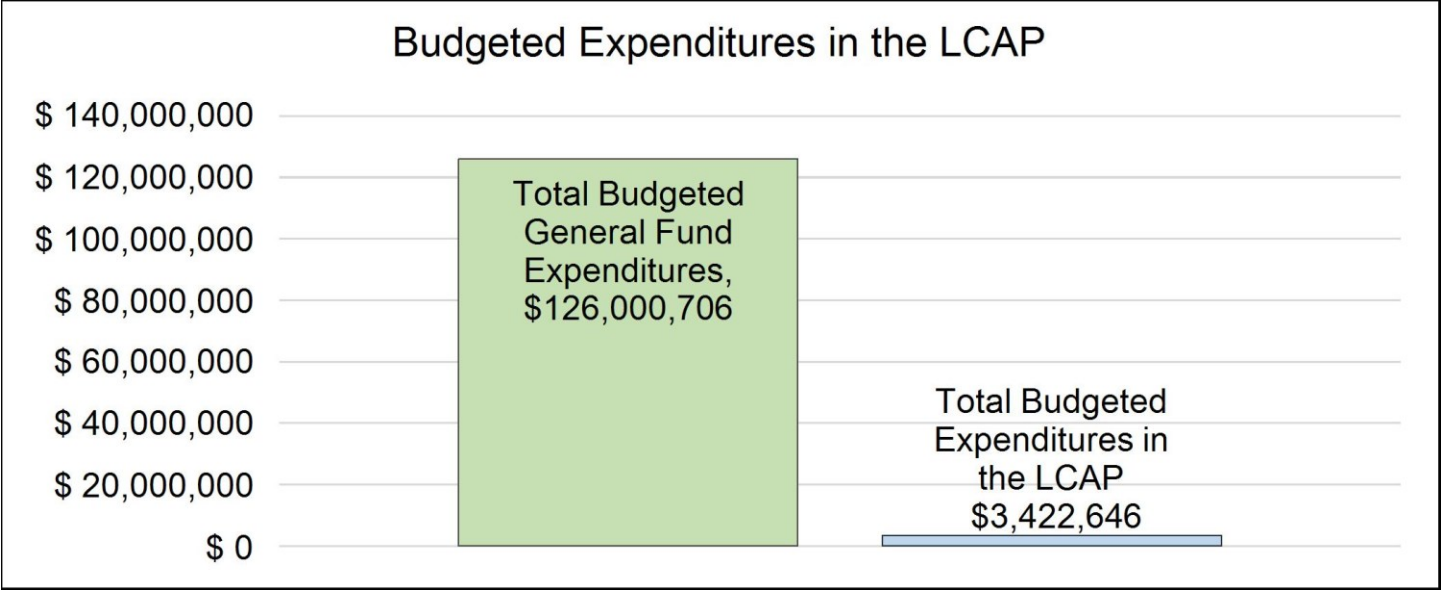


This chart shows the total general purpose revenue Ventura County Office of Education expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Ventura County Office of Education is \$121,945,501, of which \$37,095,401 is Local Control Funding Formula (LCFF), \$11,952,652 is other state funds, \$68,171,766 is local funds, and \$4,725,682 is federal funds. Of the \$37,095,401 in LCFF Funds, \$1,165,182 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 Ventura County Office of Education plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Ventura County Office of Education plans to spend \$126,000,706 for the 2024-25 school year. Of that amount, \$3,422,646 is tied to actions/services in the LCAP and \$122,578,060 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

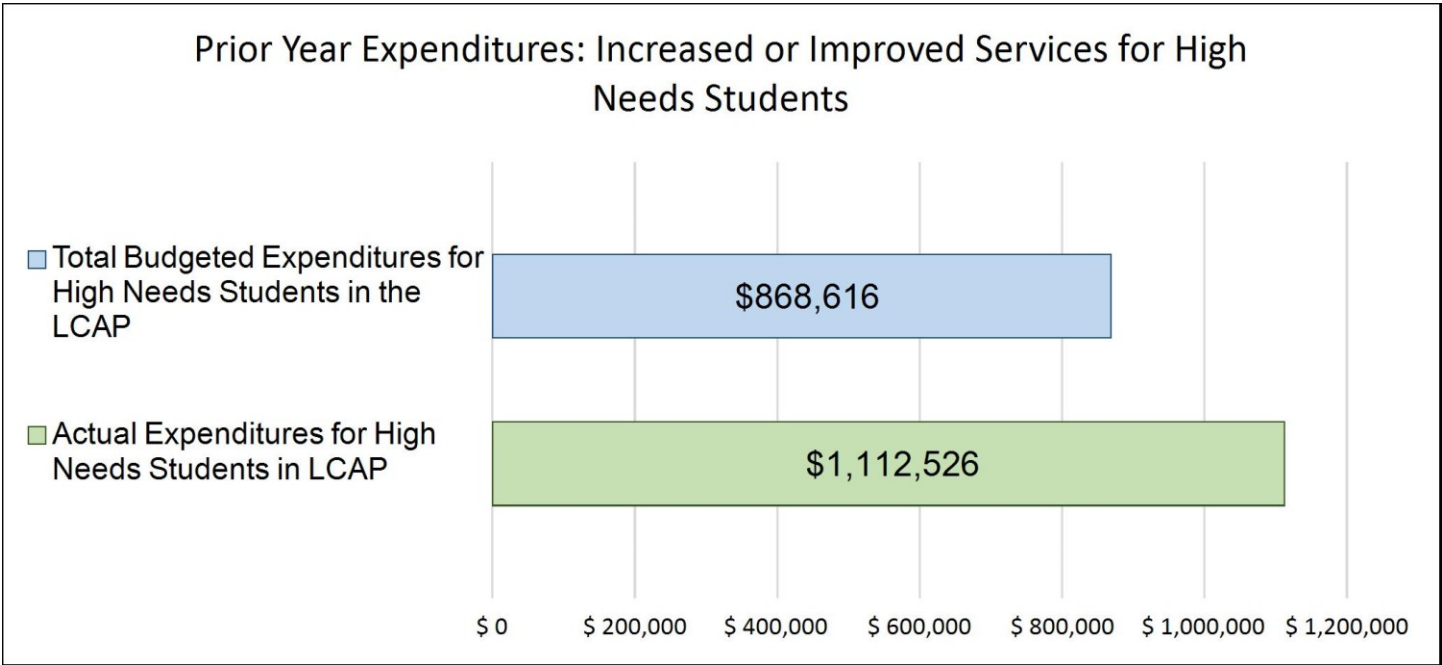
Budgeted items not in the Local Control Accountability Plan (LCAP) include classroom teachers salaries and benefits; stipends; extra hours. Special Education costs, facilities, maintenance and operations, and custodial staffing, materials and services. All utilities, core textbooks and contracted repairs/e, leases. Contracts for technology services and software programs that support the district operations, including (but not limited to) the financial system, the student information system. library system, and educational data, are paid by non-LCAP funding.

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

In 2024-25, Ventura County Office of Education is projecting it will receive \$1,165,182 based on the enrollment of foster youth, English learner, and low-income students. Ventura County Office of Education must describe how it intends to increase or improve services for high needs students in the LCAP. Ventura County Office of Education plans to spend \$1,251,223 towards meeting this requirement, as described in the LCAP.

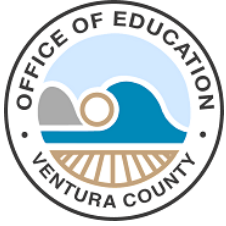
LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what Ventura County Office of Education budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Ventura County Office of Education estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Ventura County Office of Education's LCAP budgeted \$868,616 for planned actions to increase or improve services for high needs students. Ventura County Office of Education actually spent \$1,112,526 for actions to increase or improve services for high needs students in 2023-24.



2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Ventura County Office of Education	Christina Mahone Director, County Program Support and Accountability	cmahone@vcoe.org 805.383.1939

Goals and Actions

Goal

Goal #	Description
1	The Ventura County Office of Education (VCOE) will provide all students equitable access to high quality, standards-based educational experiences to increase academic achievement and prepare them for college and/or career. This broad goal addresses State Priorities 1, 4, 5, 7, 8, 9, 10, and will be measured utilizing CAASPP data, local assessments, ELPAC data, reclassification rates, core and supplemental curriculum, and data from the annual CA Dashboard Local Indicator Self-Reflection.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA	2018-19: Gateway - 4.44% Providence - 7.69% Met or Exceeded Standards	2020-21: Gateway - fewer than 10 tested Providence - fewer than 10 tested	2021-22: Gateway - 0% Met or Exceeded Standards Providence - 0% Met or Exceeded Standards	2022-2023: Gateway- 1.92% Met or Exceeded Standards Providence- 7.69% Met or Exceeded Standards	Increase by 2% students meeting or exceeding standards
CAASPP Math	2018-19: Gateway - 0% Providence - 0% Met or Exceeded Standards	2020-21: Gateway - fewer than 10 tested Providence - fewer than 10 tested	2021-22: Gateway - 0% Met or Exceeded Standards Providence - 0% Met or Exceeded Standards	2022-2023: Gateway- 1.92% Met or Exceeded Standards Providence- 0% Met or Exceeded Standards	Increase by 2% students meeting or exceeding standards

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Science Assessment	2018-19: Gateway - 0% Providence - 0% Met or Exceeded Standards	2020-21: Gateway - fewer than 10 tested Providence - fewer than 10 tested	2021-22: Gateway - 0% Met or Exceeded Standards Providence - fewer than 5 students tested	2022-23: Gateway - 0% Met or Exceeded Standards Providence-0% Met or Exceeded Standards	Increase by 2% students meeting or exceeding standards
STAR Reading	2019-20 Average Scores: Pretest - 457 Post test - 349	No Data to Report	2022-23 - 42% of assessed students increased one grade level in reading	2023-24: 57% of assessed students increased growth in reading	Increase of 2% from pre to post test scores
STAR Math	2019 - 20 Average Scores: Pretest - 652 Post test - 686	No Data to Report	2022-23 - 35% of assessed students increased one grade level in math	2023-24: 60% of assessed students increased growth in math	Increase of 2% from pre to post test scores
ELPAC Assessment	2018-19 Proficient: Gateway - 0% Providence - 0%	2020-21: Proficient: Gateway - 8.33% Providence - 0%	2021-22: Proficient: Gateway - 8% Providence - 0%	2022-23 Proficient: Gateway - 0% Providence - 0%	2% increase of students scoring Proficient
Reclassification Rate	2020 - 21 Gateway - 5.9% Providence - 0%	2021-22: Gateway - 0% Providence - 0%	2022-23: Gateway - 0% Providence - 0%	2023-24 - Semester 1 Gateway - 0% Providence - 0%	Increase reclassification rate by 2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator Reflection: Implementation of all CA state standards, including how ELs will access CA State and ELD Standards	Standard Met on the CA School Dashboard 2019 - Partial Implementation	2021 CA School Dashboard - Implementation in all subject areas	2022 CA School Dashboard - Implementation in all subject areas	2023 CA School Dashboard - Implementation in all subject areas	Full implementation of academic standards
Local Indicator Reflection: Teachers are fully credentialed and appropriately assigned	Standard Met on the CA School Dashboard 2019 - Zero teacher mis-assignments	2021 CA School Dashboard - Zero teacher mis-assignments	2022 CA School Dashboard - Zero teacher mis-assignments	2023 CA School Dashboard - zero teacher mis-assignments	Maintain zero teacher mis-assignments
Local Indicator Reflection: Standards aligned instructional materials for every student	Standard Met on the CA School Dashboard 2019 - Full Implementation: ELA, ELD, Math Beginning Development: NGSS, HSS	2021 CA School Dashboard - All students have access to their own copies of standards aligned instructional materials at home and school	2022 CA School Dashboard - All students have access to their own copies of standards aligned instructional materials at home and school	2023 CA School Dashboard - All students have access to their own copies of standards aligned instructional materials at home and school	Maintain Full Implementation: ELA, ELD, Math Full Implementation: NGSS, HSS
HQ College/Career and Life Readiness professional learning/training and supports (CTE, UC/CSU readiness, UC a-g)	No Baseline	Metric is discontinued	Metric is discontinued	Metric is discontinued	Staff will participate in two College/Career and Life Readiness professional learning opportunities each school year
Participation in and Completion of CTE course	2020 - 21 Gateway Students participated and	2021-22: Providence - 0 Gateway - 26 students	2022-23: Providence - 0 Gateway -40 students	2023-24: Providence - 126 Gateway - 58 students	Increase CTE completions by 10 students: Gateway - 36 students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	completed a CTE course				Providence - 10 students
HiSET Rate	2019 - 20 pass rate: 50%	Metric is discontinued	Metric is discontinued	Metric is discontinued	Increase pass rate
Graduation Rate	2019-20: Gateway - 20% Providence - 38%	2020-21: Gateway - 73.7% 14/19 Providence - 90% 9/10	2021-22: Gateway - 100% 22/22 Providence - 80% 20/25	2022-23: Gateway - 100% 15/15 Providence - 80% 24/30	Increase by 5%

Goal Analysis

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

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

During the 2023-2024 school year, VCOE maintained its focus on providing all students with equitable educational experiences aimed at boosting academic achievement and preparing students for college and/or career success. Regular collaboration time was allocated for educators to come together to create pacing calendars and share lesson plans and instructional strategies across all content areas, including English Language Arts, Science, Math, and English Language Development. Prioritizing professional growth, staff engaged in diverse learning opportunities such as APEX Online Learning workshops and Non-Violent Crisis Intervention (NCPI) training to enhance their skills.

VCOE invested in supplemental resources like Brain Pop, Renaissance Accelerated Reader, School Library Journal, and Science World to enrich student learning. Additionally, students were provided with opportunities to take a wide range of A-G courses through APEX online learning, which also provides credit recovery options for those who were credit deficient upon entering Gateway and Providence.

School teams continued to support students pursuing various goals outside the regular instructional program, including dual enrollment in the community college district, career technical courses, and employment readiness programs. Academic counselors ensured that every student received individual academic counseling to chart their path to graduation and explore post-secondary plans.

Career Technical Education (CTE) offerings included an Auto Industry class at Providence and Auto Industry, Digital Media, and Manufacturing courses at Gateway. English Learner (EL) students received targeted support through English Language Development

courses alongside grade-level English classes. VCOE also invested in a Rosetta Stone online program to further support students' language development.

To support students with disabilities (SWD), monthly case management meetings were held with school teams to ensure alignment and compliance of each Individualized Education Plan (IEP) and to ensure students were receiving appropriate and effective services. Finally, staffing was closely monitored, with regular reviews by both site administrative teams and district-level personnel to ensure school programs were effectively run by highly qualified teams.

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.

The material differences between the Budgeted Expenditures and the Estimated Actual Expenditures within Goal 1 are attributed to salary changes for personnel responsible for executing each action.

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

The actions outlined in this goal have proven effective in advancing equitable access to educational experiences and college/career readiness for all students. Progress is evident in the one-year graduation rate, CTE course participation, local indicators, and assessment data. Recent data shows notable progress in the one-year graduation rates for both Gateway and Providence, with figures steadily rising over the past three years, reaching 100% for Gateway and 80% for Providence in the most recent graduation rate (2022-2023).

State indicators such as CAASPP and ELPAC scores serve as vital tools for assessing academic progress. In the 2022-2023 school year, there was a marked increase in students meeting or exceeding CAASPP ELA and math standards. However, due to the unique characteristics of our court and community schools and high student mobility rates, reliance solely on these measures may not fully capture student progress. Therefore, supplementing these metrics with local data, assessments, and indicators is essential for comprehensive insights into student progress and program growth.

One such local measure is the STAR reading and math assessments administered throughout the year, showing significant improvements in reading and math proficiency levels. Additionally, CTE course participation has seen a dramatic increase, with student participation numbers rising from 22 to 184 over the past three years. To further enhance career readiness, the Food Handler Certificate Program was introduced, with 20 students earning certificates this school year.

Students at both Providence and Gateway have access to A-G courses, with 73 students earning credits in A-G courses during the 2023-2024 school year. Dual enrollment at the community college district has also increased, indicating a growing trend. All VCOE students benefit from a comprehensive curriculum aligned with state standards, supported by fully credentialed teachers, as indicated by the Local Indicators within the CA Dashboard.

Given an average English Learner (EL) student population of about 35% at both school sites, enhancing the English Language Development (ELD) program was crucial. Although current ELPAC scores and reclassification rates may not reflect growth, targeted assistance for EL students remains a priority for fostering success.

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.

During the revision process of the 2024-2025 LCAP, the wording of this goal and its supporting actions were refined to enhance accessibility and conciseness. Additionally, after careful consultation with educational partners, a few other changes were made to metrics within this goal.

Due to the extremely limited number of students taking the High School Equivalency Test (HiSET), it is not a meaningful data source to measure our students' academic achievement or preparedness for college/career. Therefore, this metric will be removed from the 2024-2025 LCAP. However, HiSET testing support and preparation will still be available to Gateway and Providence students, aligned with the Credit Recovery and Graduation Options action item within this goal.

The HG College/Career and Life Readiness professional learning/training metric, originally added to the 2020-2021 LCAP with the intent of providing ongoing training to staff, will be removed from the 2024-2025 LCAP as the training was not purchased or implemented as planned.

Furthermore, due to the low stability rate of students and continuous enrollment throughout the school year, a slight adjustment has been made to the CTE metric. Educational partners agree that a more accurate measure of career technical experiences for this population of students is CTE participation rather than completion. Tracking participation in CTE courses will provide meaningful data on students' career technical experiences within our VCOE schools. Additionally, this metric will be removed from Goal 1 and added to Goal 3 as it is now aligned to actions within that goal.

Finally, in the 2024-2025 LCAP, while services related to credit recovery and the subscription to APEX Online Learning will continue, the funding source will change to expend one-time funding sources for these services.

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	VCOE will enhance school safety and climate for all students to increase student engagement and achievement. This broad goal addresses State Priorities 1, 5, 6, 8, and will be measured utilizing CA Dashboard data, local data from surveys, and data from the annual CA Dashboard Local Indicator Self-Reflection.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Attendance Rate	Minimum of 78% 2020-21	2021-22: Gateway - 69.9% Providence - 81.8%	2022-23 (May) Gateway - 75.38% Providence - 88.93%	2023-24 Gateway- 77% Providence - 98%	Increase by 5% at both Gateway and Providence
Chronic Absenteeism Rate	2019 CA School Dashboard 64.9%	2021-22: (all grade levels) Gateway - 54.9% Providence - 28.3%	2022-23 (May - all grade levels) Gateway - 74% Providence - 32%	2023-24 (all grade levels) Gateway - 64% Providence - 7%	Decrease by 5% at both Gateway and Providence
Suspension Rate	2019 CA School Dashboard 13.6%	2021-22: Gateway- 0% Providence - 4.6%	2022 Dashboard: Gateway - 13.7% Providence - 2.4%	2023 Dashboard Gateway - 11.3% Providence - 3.2%	Decrease by 5%
Student Survey - Connectedness & Safety (California Healthy Kids Survey)	No Baseline	2021-22 CA Healthy Kids Survey School Connectedness: Gateway - 74% Providence - 47%	CA Healthy Kids Survey administered every other year; survey will be administered in the 2023-24 school year	2023-24 CA Healthy Kids Survey School Connectedness: Gateway - 49% Providence - 35%	Increase school connectedness rating by 5% at both Gateway and Providence

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facility Inspection Tool (FIT)	2020-21 Rating of 'Good Repair'	2021-22: Rating of "Good"	2022-23: Rating of "Good"	2023-24: Rating of "Good"	Maintain 'Good Repair' rating

Goal Analysis

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

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

VCOE maintains a significant focus on addressing students' social-emotional and behavioral needs within the academic setting, prioritizing the creation of a safe and positive school climate with ample student supports. This school year, two Social-Emotional Specialists continued to provide weekly individual counseling sessions and classroom supports, while three Instructional Specialists in Behavior worked with Gateway students to address behavioral challenges hindering their participation in the instructional program.

One noteworthy program is the SEL Book Club, which integrates social-emotional and academic learning and was implemented at both Gateway and Providence this school year. Additionally, Gateway and Providence each have two full-time academic counselor positions and one college and career counselor, who provided comprehensive support in understanding credit requirements, transcripts, graduation, and post-secondary plans.

New this school year was the introduction of the RESET (Resolve-Educate-Support-Empower-Transform) program, a teacher-led program where referred students work on behavior management interventions, coping skills, and restorative justice, connecting with counselors as needed. This program, designed to address Gateway's suspension rate, has led to marked improvements.

Student-centered wellness spaces integrated throughout the campus continued to promote student well-being and provided private areas for confidential work with support staff. Additionally, a new wellness space was added to Gateway's middle school campus this year.

Student attendance remains a high focus area, leading Gateway to continue the implementation of the attendance incentive program and also increased engagement opportunities on campus. Students enjoyed various field trips, including college and university tours, museum visits, and theater performances throughout the 2023-2024 school year.

To recognize student achievements, Quarterly Awards Assemblies (Gateway) and Student of the Month Awards (Providence) were held throughout the year.

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.

The material differences between the Budgeted Expenditures and the Estimated Actual Expenditures within Goal 1 are attributed to salary changes for personnel responsible for executing each action. Additionally, the campus safety and security updates outlined in action 2.5 were fully funded and finalized during the 2022-2023 school year and therefore did not require additional funding in the current school year. Finally, quarterly awards assemblies were conducted regularly, however the expenses for these events were not covered by the LCAP budget as planned.

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

All the actions—social-emotional and behavioral support, attendance incentives, increased engagement opportunities, campus safety, and student recognition—work together cohesively to effect change both within individual students and across the entire school. The effectiveness of these actions is evident in the considerable progress seen in chronic absenteeism, suspension, and attendance rates.

There was a notable improvement in the chronic absenteeism rate for all students, decreasing from 74% to 64% at Gateway and from 32% to 7% at Providence. Additionally, the attendance rate, measuring the percentage of students present each day, showed a slight increase at both schools. Gateway also demonstrated positive growth in its suspension rate, dropping from almost 14% to 11%.

The significant growth in the aligned metrics underscores the success of actions focusing on counseling support, fostering a safe and engaging school environment, and recognizing student achievements.

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.

The 2024-2025 LCAP includes a required Equity Multiplier Focus Goal for schools with a non-stability rate of 25% or higher and socioeconomically disadvantaged pupil rates above 70%. Both Gateway and Providence meet these criteria, so a new goal has been created with input from educational partners to meet this requirement. This new goal encompasses all the areas targeted in the metrics and actions of Goal 2 from the 2023-2024 LCAP. Consequently, Goal 2 will be removed, and the Equity Multiplier Focus Goal will be introduced.

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	VCOE will increase and maintain collaborative partnerships with parents/caregivers, community members/partners, and county service providers to support student success. This broad goal addresses State Priorities 3, 4, 6, 9, and will be measured utilizing CA Dashboard data, local data from surveys, and data from the annual CA Dashboard Local Indicator Self-Reflection.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent/Caregiver Representation	2020-21: Average of 5 parents/caregivers participated in the English Language Advisory Council (ELAC) and the School Site Council (SSC) meetings	2021-22: 2 English Language Advisory Council meetings (1 parent) 1 School Site Council meeting (1parent)	2022-23: 2 parents/caregivers participated in SSC/ELAC	2023-24: 2 parents/caregivers participated in SSC/ELAC	Minimum of 5 parents/caregivers in attendance at ELAC meetings and 3 parents/caregivers in attendance at SSC meetings
School/Community Sponsored Activities	2020-21: 6 community/school engagement opportunities held	2021-22: Back to School Night School Site Council (3) Open House ELAC (3) Project 2 Inspire Parent Workshops (12)	2022-23: Back to School Night School Site Council (4) ELAC (4) Open House College and Career Fair Quarterly Awards Assemblies (4) Parent Connect County-wide DELAC	2023-24: <ul style="list-style-type: none"> Back to School Night Open House Quarterly Assemblies (4) Wellness Wonderland SSC/ELAC Meeting (4) Weekly Parent 	Minimum of 10 community/school engagement opportunities held during the school year for students/families

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Connect Meetings <ul style="list-style-type: none"> • College and Career Fair • Graduation 	
Stakeholder Engagement (input & participation)	88 surveys submitted	139 surveys submitted	205 surveys submitted	206 surveys completed	minimum of 150 surveys submitted

Goal Analysis

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

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

VCOE strongly believes in collaboration with our educational partners and values their input and participation in school events. This school year, VCOE continued to make progress towards increasing collaborative partnerships with parents/caregivers, community members, and county service providers to support student success.

Annual events such as Back to School Night and Open House were held, bringing families to the Gateway campus to learn about the program and connect with staff members and various community agencies. Additionally, several new events were successfully implemented this school year, including Quarterly Awards Assemblies, a College and Career Fair, and Wellness Wonderland, all designed to meet the needs of the school community.

The awards assemblies celebrated student successes at Gateway each quarter, while Providence recognized student achievement through student of the month awards. The Wellness Wonderland event addressed the need for mental health support for students and their families, featuring a resource fair with various community agencies and organizations providing mental health services.

To support the college and career readiness of students, a college and career fair designed specifically for Gateway students was created, featuring higher education partners, business leaders, career technical programs, and other agencies sharing information to help shape students' post-secondary plans.

Continuing this school year at Gateway were mandatory new student orientations involving new students and their parents/caregivers, along with weekly Parent Connect meetings held at Providence with parents/caregivers, school staff, and staff from the juvenile facility. School-to-

home communication continued through Parent Square, an online platform used to share weekly bulletins, important announcements, and one-to-one communication with parents/caregivers. An essential feature of Parent Square is that parents/caregivers receive all communication in their preferred language, eliminating any language barriers. Translation services were also provided at all school events and with all documents and school information shared with families.

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.

There were no material differences between the Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

The actions within this goal effectively enhanced collaboration with educational partners, as shown by the increased number of school events involving families, staff, and the community. Despite successfully organizing and encouraging family participation, there is a need for a formal system to track attendance and generate meaningful data. The school teams plan to implement a check-in system for events in the 2024-2025 school year. Although parent/caregiver attendance at SSC/ELAC meetings remains low, the participating parents consistently attended all meetings, a notable achievement given the high mobility of our student population and the unique nature of our schools. With an average English learner population of 36% at both sites, translation and interpretation services are essential and have been consistently provided. Additionally, both sites use the Parent Square platform to share weekly bulletins, important announcements, and for one-to-one communication, with 100% of parents/caregivers actively receiving messages and posts.

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.

During the revision of the 2024-2025 LCAP, the wording of this goal and its supporting actions were refined for clarity and accessibility. The parent/caregiver participation metric now includes various school events and activities beyond the School Site Council and English Learner Advisory Committee meetings, providing a more meaningful reflection of family engagement. Consequently, the separate metric for tracking the number of school events will be removed from the 2024-2025 LCAP. Additionally, a new metric has been created to track partnerships between Gateway, Providence, and community agencies, ensuring a comprehensive approach to meeting students' needs. For the 2024-2025 school year, both community agency partnerships and parent/caregiver participation at school events will be monitored.

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	VCOE will provide Ventura County expelled youth a rigorous academic environment, while providing rehabilitation services and social-emotional support to prepare students for college and/or career as well as return to their home district, if applicable. This broad goal addresses State Priorities 2, 5, 6, 9, and will be measured utilizing CA Dashboard data, local data from surveys, and data from the annual CA Dashboard Local Indicator Self-Reflection.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Social-emotional and Rehabilitative Counseling Services provided to Expelled Youth	1,428 sessions 2019-20	1,361 sessions 2021-22	2,673 sessions 2022-23	3,116 2023-24	Minimum of 1,500 sessions
Transition (number of school days from prior placement to Gateway)	No Baseline	Less than 10 days; students with IEPs are taking longer due to Change of Placement IEP scheduling at sending LEA	Less than 10 days; students with IEPs are taking longer due to Change of Placement IEP scheduling at sending LEA	Less than 10 days; students with IEPs are taking longer due to Change of Placement IEP scheduling at sending LEA	Transition in 10 days or less

Goal Analysis

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

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

Gateway Community School serves students from throughout Ventura County who have been expelled from their local school district. VCOE aims to provide these students with a rigorous learning environment focusing on their social-emotional and behavioral needs while supporting progress on their rehabilitation plans, addressing the circumstances leading to their expulsion. Smooth transitions within ten days for students

entering Gateway remain a top priority, with all 185 new student enrollments during the 2023-2024 school year completed within this timeframe. The transition specialist coordinated all communication between Gateway, the sending school district, and the family, including the transfer of student records and documents.

All Gateway students have been expelled from their previous school district, requiring a rehabilitation plan outlining the progress needed to satisfy expulsion terms and become eligible for district return. To support each student's progress, the counseling team, comprising academic, social-emotional, and behavioral counselors, regularly met with students to review their plan, track progress, and provide necessary support. Also, this year three counseling interns from one of the local universities supported the Gateway counseling team by meeting weekly with students providing another layer of support.

Given Gateway's countywide student base, bus transportation is critical for ensuring school attendance, with services provided to transport students to and from various communities throughout the county.

Additionally, due to Gateway's nature, expulsion cases may involve high-risk safety concerns. High-risk meetings were held as necessary throughout the school year to ensure appropriate supports and maintain campus safety for all students and staff.

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.

The material differences between the Budgeted Expenditures and Estimated Actual Expenditures in action 4.2 was due to rising transportation costs.

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

All actions toward this goal contribute to VCOE's success in serving expelled youth countywide, as demonstrated by Gateway's 100% one-year graduation rate. Initial communication between the transition specialist and the sending district, gathering a comprehensive referral packet with detailed student information, weekly meetings with the site administrator and transition specialist, and service coordination ensure that each student is placed in appropriate courses with necessary supports on their first day. This transition process operates smoothly and is completed within 10 days.

Supporting students as they address all aspects of their rehabilitation plan is vital for facilitating their return to their home school or graduation from Gateway. Providing necessary academic, social-emotional, and behavioral support as they navigate their individualized plan is reflected in this year's data on completed counseling sessions.

Transportation services have been essential in eliminating barriers for families living far from the Gateway campus and those without transportation.

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.

During the revision of the 2024-2025 LCAP, the wording and supporting actions within this goal were refined to improve accessibility and conciseness. Additionally, to accurately measure progress, the LCAP team agreed that changes to the metrics were necessary.

While facilitating counseling sessions with students remains essential, educational partners felt that the number of sessions held was not a clear indicator of significant progress toward the goal, so this metric will be removed.

Before the 2021-2022 school year, Gateway faced challenges in maintaining a consistent enrollment process for expelled students transferring from their sending districts. To address this, the transition metric aimed for a transition period of 10 days or less. Over the following three years, Gateway successfully implemented a process ensuring new students transitioned within this timeframe. Due to this ongoing success, the transition metric will be removed from the 2024-2025 LCAP, although the transition process led by the transition specialist will remain a high priority action item.

With feedback from educational partners, new metrics were created for Goal 4 in the 2024-2025 LCAP, including chronic absenteeism rate, graduation rate, suspension rate, and the percentage of students returning to their home district after fulfilling expulsion terms.

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	VCOE will provide county-wide support services to students in foster care, increase the stability of school placements for students in foster care, provide staff training in trauma, and offer technical support to districts and other stakeholders to address barriers to social-emotional and academic success of students in foster care. This broad goal addresses State Priorities 5 and 10, and will be measured utilizing local data such as reports from CALPADS, Foster Focus, and OMS.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students who remain enrolled in their school of origin upon entry into foster care	2019-20 65%	July 1-March 31, 2022 81%	July 1-March 31, 2023 71%	July 1 - March 31, 2024 63%	75%
Development and expansion of trauma trainings offered to districts and stakeholders	2019-20 4 two-hour trainings	2021-22 14 trainings	2022-23 2 trainings	2023-2024 9 trainings	6 two-hour trainings
Number of youth and caregiver stakeholders attending EAC meetings at least once per year	2019-20 1	2021-22 0	2022-23 0	2023-2024 0	4
Percentage of students who complete the FAFSA/CADAA	2020-21 47%	2021-22 48% 26/54	2022-23 79% 41/52	2023-2024 69%	60%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of districts that actively uploading student data	No Baseline	2021-22 0	0	0	4

Goal Analysis

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

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

Despite a declining rate of students remaining in their school of origin compared to last year, VCOE transported 100% of eligible students referred for transportation services as of March 31, 2024. All 53 students remained enrolled in their schools of origin. During the 2023-2024 school year, VCOE contracted a trauma therapist to provide nine training opportunities, all well received by participants. These sessions included case scenario discussions and guidance tailored to participants' specific challenges.

Although no youth or caregivers attended Executive Advisory Committee (EAC) meetings this year, two youth with lived foster care experience served as program consultants, providing support and training at youth events and other training sessions. They were unable to attend EAC meetings primarily due to scheduling conflicts.

VCOE Foster Youth Services (FYS) continued to provide exceptional one-on-one assistance to foster youth seniors transitioning from high school to higher education. This included assisting students in completing the FAFSA/CADAA and other college-related applications such as the Chafee grant as well connecting students with college foster youth programs. This year, the TEACH Scholarship, a local scholarship for youth in foster care, received the highest number of applications in its history. This achievement can largely be attributed to the efforts of the VCOE FYS case manager and the support provided.

Although no districts currently upload data to Foster Focus, VCOE FYS Coordinators continue to maintain this foster youth data system to ensure it is up-to-date and accurate, facilitating timely and accurate enrollments, records transfer, and identification of education rights holders for youth in foster care countywide.

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.

There were no material differences between the Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

Overall, the actions within this goal have effectively supported students in foster care by improving school placement stability, providing trauma training for staff, and offering technical support to districts who support youth in foster care. VCOE FYS Coordinators continued to coordinate door-to-door transportation for students in foster care who were moved away from their school of origin by child welfare, and would otherwise have changed schools. While the desired outcome for this metric was 75%, the outcome for the 2023-2024 school year, through March 31, 2024, was 63%. The decline over the past two years can be attributed to child welfare placements beyond VCOE's control, with a trend of keeping youth with family members, even if it means relocating them outside the geographical area.

VCOE FYS improved and expanded Trauma-Informed Practices for Schools trainings over the past year, offering 9 combined TIPS I & TIPS II sessions. Although youth and caregiver educational partner participation at EAC meetings could not be ensured, these meetings are successfully held each quarter with consistent attendance of foster youth liaisons from local districts and supporting community agencies.

VCOE FYS also employs a full-time case manager to work with seniors in foster care, assisting them in completing the FAFSA and other college-related applications. This year, 69% (32/46) students have completed the FAFSA as of May 6, 2024. The remainder had special circumstances preventing them from completing the FAFSA with our case manager's support.

No districts are uploading data to Foster Focus, as has been the trend for the past three years of this LCAP. Instead, VCOE FYS Coordinators regularly update and maintain Foster Focus data and collaborate closely with district liaisons county-wide to ensure timely and accurate enrollments, records transfer, and identification of education rights holders.

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.

To better measure progress toward this goal and ensure optimal service for youth in foster care countywide, several metrics were updated for the 2024-2025 LCAP. The VCOE FYS team offers a variety of trainings throughout the school year to support all those serving youth in foster care countywide. To capture overall support provided in all trainings offered, not solely trauma-informed teaching practices, the metric has been updated to reflect all relevant trainings.

The Executive Advisory Council (EAC) consistently provides a meaningful experience for all its members, despite the absence of student and caregiver components. However, to better align with current needs and priorities of educational partners, this metric will be removed from the 2024-25 LCAP. Additionally, local districts are currently not uploading data into Foster Focus. Therefore, VCOE FYS Coordinators have also adjusted this metric to best support local districts and ensure accurate records for all youth in foster care countywide, resulting in its removal from the 2024-25 LCAP.

Finally, after consult with educational partners, two new metrics will be added to the 2024-2025 LCAP: graduation rate and chronic absenteeism rate for youth in foster care countywide. These outcome-focused metrics will more accurately reflect progress toward this goal.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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

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

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

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

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

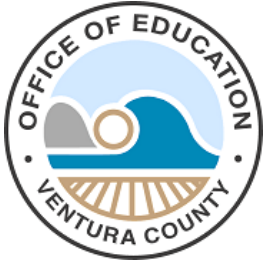
An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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

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

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

California Department of Education
November 2023



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Ventura County Office of Education	Christina Mahone Director, County Program Support and Accountability	cmahone@vcoe.org 805.383.1939

Plan Summary [2024-25]

General Information

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

The Ventura County Office of Education (VCOE) operates schools and programs that serve students throughout Ventura County, supporting 19 local school districts. This Local Control and Accountability Plan will focus on services provided at two schools in particular, Gateway Community School and Providence Court School. Just like most comprehensive public school sites in Ventura County, both Gateway and Providence are fully accredited by the Western Association of Schools and Colleges.

Gateway Community School serves students in grades 6-12 who have been expelled from school districts throughout Ventura County. The average length of attendance is one school year. According to the 2023 Dashboard, Gateway's total enrollment was 62 students. However, since Gateway continuously enrolls students throughout the year, enrollment fluctuates between about 60 and 100 students at any given time. During the 2023-2024 school year, Gateway enrolled approximately 185 new students. The 2023 Dashboard also shows that Gateway's student population is about 87% Hispanic/Latino, 11% White, and 2% African American. Additionally, about 37% of the students are classified as students with disabilities, 100% are socioeconomically disadvantaged, 8% are experiencing homelessness, and 32% are English Learners.

Students enrolled at Gateway often deal with challenges such as family trauma, behavioral issues, substance abuse, mental health issues, gang involvement, credit deficiency, chronic truancy, and significant gaps in their education. While enrolled at Gateway, students have access to the core curriculum, A-G courses, specialized academic instruction, career technical courses (CTE) courses, and English Language Development. In addition, Gateway provides academic, social-emotional, and behavioral support services to promote positive personal and academic outcomes for students. The Gateway team works in collaboration with a variety of county agencies to meet the needs of each student. The primary goal at Gateway Community School is to meet each student where they are, provide comprehensive support to help them achieve academically, become eligible to return to their local district, or graduate and earn a high school diploma from the Ventura County Office of Education.

Providence Court School provides educational services to minors in grades 6-12 incarcerated in the Ventura County Juvenile Justice Facility. The 2023 Dashboard shows an enrollment of 46 students, but like Gateway, enrollment fluctuates throughout the year, reaching up to approximately 55 students at any given time. Per the 2023 Dashboard, Providence's student population is about 89% Hispanic/Latino, 6% White, and 4% African American. Additionally, 37% of the students are classified as students with disabilities, 35% are English Learners and 100% are socioeconomically disadvantaged.

The Providence team provides high-quality education and personal growth opportunities to incarcerated youth in a challenging, safe, and supportive learning environment. Educational programs are designed to engage and motivate students who may be incarcerated for short or long periods of time. These programs include access to the core curriculum, specialized academic instruction, career technical education (CTE) courses, and English Language Development. Additionally, there is time built in weekly for counseling and support services as well as a variety of intensive support services such as treatment team meetings, release plan meetings, and mentor meetings. The school staff works in conjunction with the Ventura County Probation Agency, Ventura County Behavioral Health, and community-based organizations to support students and provide them with learning experiences that encourage them to reevaluate their past behavior, commit to education, and work towards futures where they contribute positively to society.

Parent/caregiver and community participation is strongly encouraged at both sites through events such as Back to School Night, Open House, Awards Assemblies, Weekly Parent Connect Meetings, a College and Career Fair, and higher education presentations to name just a few. These events are held throughout the year to bring the school community together. Each school also has a School Site Council and an English Learner Advisory Committee, bringing school staff and parents/caregivers together to discuss student and school data, funding, and the effectiveness of school programs.

Both Gateway and Providence are eligible for Equity Multiplier Funding.

VCOE utilizes the court and community school base grants to support credit recovery programs as well as college and career readiness opportunities for all students. The Student Support and Enrichment Block Grant will ensure continued dual enrollment and vocational/CTE opportunities along with access to A-G courses for all students.

Reflections: Annual Performance

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

The past year has been marked by significant achievements and improvements across various aspects of our school programs. Gateway achieved a 100% 1-year graduation rate for the second year in a row, while Providence has maintained an impressive 80%. Both schools saw incremental growth in the number of students meeting or exceeding standards on the CAASPP, with Gateway students increasing almost 2% for both ELA and math and Providence students increasing almost 8% in ELA. Additionally, the successful implementation of annual local assessments, STAR Reading and Math, has effectively tracked student progress throughout the school year, with approximately 55% of assessed students increasing one level in reading and math.

Career readiness opportunities have expanded, with 20 students completing the Food Handler Certificate Program, earning certification to work in any food-handling business. Additionally, Providence introduced a new Auto Industry career technical education (CTE) course, engaging 126 students throughout the year. Gateway maintained 4 CTE courses this school year with 58 students participating.

Behavioral outcomes have improved, with Gateway's suspension rate decreasing from 13% to 11% as reported on the 2023 Dashboard. Chronic absenteeism rates also dropped significantly at both schools, with Gateway reducing from 74% to 64% and Providence from 32% to 7%.

However, challenges remain as some student groups and schools are still performing in the lowest performance level on one or more state indicators on the 2023 Dashboard. Phoenix school's 2023 Dashboard reflects the lowest performance, at the school level, for Suspension Rate. (Action 1.8)

Additionally, student groups within the 2023 VCOE Dashboard performing in the lowest performance level are as follows:

Suspension Rate (Action 3.1)

- Students with Disabilities (SWD)

English Learner Progress Indicator (ELPI) (Action 1.4):

- English Learners (EL)

College/Career Indicator (CCI) (Action 3.2)

- Socioeconomically Disadvantaged (SED)
- Hispanic

Finally, the specific student groups within the schools below have been identified as performing in the lowest performance level:

2023 Dashboard - Gateway

Suspension Rate (Action 3.1, 3.3):

- Socioeconomically Disadvantaged (SED)
- Students with Disabilities (SWD)

2023 Dashboard - Phoenix

Suspension Rate (Action 1.8)

- Socioeconomically Disadvantaged (SED)
- Students with Disabilities (SWD)
- Hispanic

Addressing these areas along with decreasing chronic absenteeism at Gateway, increasing college and career experiences, such as dual enrollment at both sites, and enhancing enrichment and student engagement opportunities at Providence will continue to be a priority moving forward to ensure all students have the support and resources they need to succeed.

The following required state metrics are not applicable to the alternative education programs at VCOE and are not included in the this LCAP: CTE course completion (4C/4D), UC/CSU entrance course completion (4B/4D), AP course completion (4G), Early Assessment Program (EAP) exam/college preparedness (4H), middle school dropout rate (5C), high school dropout rate (5D), and pupil expulsion rate (6B).

Reflections: Technical Assistance

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

Not applicable

Comprehensive Support and Improvement

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

Schools Identified

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

Not applicable

Support for Identified Schools

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

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Students	<ul style="list-style-type: none">• student focus groups held in February/March to gather input on progress of school goals, effectiveness of actions, and areas of need; equity multiplier focus goal requirement was discussed with students to gain input on areas to focus• Educational Partner Student Survey administered in April
Teachers, Support Staff, Paraeducators, Local Bargaining Unit Members, Administrators	<ul style="list-style-type: none">• ongoing data analysis at all staff meetings (which include local bargaining unit members) to monitor progress on school goals• March staff meetings focused on getting feedback on the LCAP, including discussing the equity multiplier requirement and gathering feedback on the focus of this goal• LCAP Team meetings (teachers, administrators, counselors, classified staff) met throughout March/April to review educational partner feedback & state/local data to inform 2023-2024 LCAP Annual Update and 2024-2025 LCAP• Educational Partner Staff Survey administered in April• ongoing LCAP meetings with administrators to discuss plan implementation and progress

Educational Partner(s)	Process for Engagement
Parents/Caregivers, Community Partners	<ul style="list-style-type: none"> • during SSC/ELAC meetings (September/October/December/February/April/May) student data and school programs reviewed; feedback gathered on progress towards LCAP goals, effectiveness of actions, and areas of need; equity multiplier requirement discussed and input gathered on area of need for this goal • Educational Partner Parent/Caregiver Survey administered in April • 2024-2025 LCAP Draft shared with SSC/ELAC members (May)

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

In response to the needs that VCOE educational partners identified related to student engagement and specifically decreasing the chronic absenteeism rate and suspension rate, the Equity Multiplier (EM) focus goal was created. EM focus goal actions will target high priority areas identified by educational partners such as social-emotional/behavioral counseling, academic counseling, student attendance, campus safety, student recognition, and college/career experiences. (Goal 3, Actions 1-8)

Educational partners also expressed the importance for college/career experiences and credit recovery opportunities for all students as reflected in Goal 1: Actions 2/4/8; Goal 3: Action 2. Additionally, parent/family engagement was identified as a high priority area as evidenced in Goal 2, Actions 1/2. Campus Safety continues to be a high priority area for VCOE educational partners as indicated in Goal 3: Actions 3/5 and Goal 4: Action 3. Finally, educational partners, in particular school staff, emphasized the need for professional learning opportunities and collaboration time which is reflected in Goal 1: Action 1/7/8 and Goal 5: Action 2.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	The Ventura County Office of Education (VCOE) will provide all students equitable access to standards-based educational experiences to increase academic achievement.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes) Priority 10: Foster Youth – COEs Only (Conditions of Learning)
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An explanation of why the LEA has developed this goal.

The students referred to the Ventura County Office Education (VCOE) Gateway Community School due to expulsion from the local Local Education Agencies (LEAs), or attending VCOE Providence Court school due to incarceration, include English Learners (EL), Foster Youth (FY), Homeless and/or Socio-Economically Disadvantaged (SED), and Students with Disabilities (SWD). Many have had traumatic experiences which have impacted their ability to experience success in traditional educational environments. VCOE strongly believes that providing a safe and supportive environment for all of our students is critical to their reengagement with the educational environment and their academic achievement. This goal was created after careful review of data and educational partner input to ensure that our at-promise youth experience academic success during their preparation for high school graduation and their post-secondary plans. The actions detailed in this goal will guide us in our work to support student success and the metrics below will be used to measure our progress.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA	2022-2023: Gateway- 1.92% Met or Exceeded Standards			2% increase of students meeting or exceeding standards	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Providence- 7.69% Met or Exceeded Standards				
1.2	CAASPP Math	2022-2023: Gateway- 1.92% Met or Exceeded Standards Providence- 0% Met or Exceeded Standards			2% increase of students meeting or exceeding standards	
1.3	CA Science Assessment	2022-2023: Gateway - 0% Met or Exceeded Standards Providence-0% Met or Exceeded Standards			2% increase of students meeting or exceeding standards	
1.4	STAR Reading	2023-2024: Gateway - 50% of assessed students increased reading level Providence - 63% of assessed students increased reading level			Increase percentage of students improving by at least one reading level	
1.5	STAR Math	2023-2024:			Increase percentage of students improving	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Gateway - 63% of assessed students increased math level Providence - 57% of assessed students increased math level			by at least one level in math by	
1.6	ELPAC Assessment	2022-2023: Proficient: Gateway - 0% Providence - 0%			2% increase of students scoring proficient	
1.7	Reclassification Rate	2023-24: Gateway - 0% Providence - 0%			Increase reclassification rate by 1%	
1.8	Local Indicator Reflection: Implementation of all CA state standards, including how ELs will access CA State and ELD Standards	2023 CA School Dashboard - Implementation in all subject areas			Maintain Full Implementation	
1.9	Local Indicator Reflection: Teachers are fully credentialed and appropriately assigned	2023 CA School Dashboard - zero teacher mis-assignments			Maintain zero teacher mis-assignments	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.10	Local Indicator Reflection: Standards aligned instructional materials for every student	2023 CA School Dashboard - All students have access to their own copies of standards aligned instructional materials at home and school			Maintain Full Implementation	
1.11	Graduation Rate	2022-2023: Gateway - 100% 15/15 Providence - 80% 24/30			Gateway - maintain 100% Providence - increase by 5%	
1.12	Suspension Rate (Phoenix)	2023 Dashboard - Phoenix All students: 39.7% SED: 41.3% SWD: 39.7% Hispanic: 45.1%			Decrease all groups by 10%	
1.13	Facility Inspection Tool (FIT)	2023-2023: Rating of "Good Repair"			Maintain Rating of "Good Repair"	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Learning, Supports, Supplemental Resources	Support the continuous growth in staff through professional learning opportunities centered around the social-emotional, behavioral, and academic needs of all students, targeted support for SWDs, and ongoing English Language Development training and collaboration focused on targeted supports, interventions, and teaching strategies promoting increased English proficiency in ELs and LTELs	\$18,000.00	No
1.2	Foster Youth and Homeless Youth Liaison	VCOE Foster Youth & McKinney Vento Coordinators will provide support to youth in foster care & youth experiencing homelessness; coordinators will support the school staff with enrollment, students records, and matching students with appropriate resources	\$330,512.00	No
1.3	Credit Recovery, Instructional Program, Graduation Options	Provide credit recovery and program options to all students to improve graduation rate such as APEX, Independent Studies, Guided Curriculum, dual enrollment, CTE classes, and HiSET staff/materials/trainings	\$150,467.00	No

Action #	Title	Description	Total Funds	Contributing
1.4	Targeted Supports for English Learners	Provide intervention time, curriculum, and supplemental instructional materials to support the Structured English Immersion (SEI) and English Learner Mainstream (ELM) programs integrated into the instructional programs at both Gateway and Providence; English Language Development (ELD) courses added to the Master Schedule to provide targeted support to the growing EL student population, particularly the LTEL (Long Term EL Learner) population	\$217,251.00	Yes
1.5	Teacher Credentials/Assignments	VCOE Student Services and Human Resources will meet regularly to monitor teacher assignments and staffing patterns to plan for staffing needs and ensure there are no teacher mis-assignments	\$25,934.00	No
1.6	Instructional Planning/Curriculum Development	Teachers will engage in quarterly collaboration to review curriculum, create and monitor pacing calendars, and share best practices	\$71,852.00	No
1.7	Students with Disabilities	School teams at Gateway and Providence (school psychologist, Special Education (SPED) teacher, SPED paraeducator, administrator, and transition specialist) will meet regularly for case management of newly referred/enrolled students to ensure IEP/Special Education services are in compliance and meeting the needs of students	\$26,891.00	No
1.8	Decrease Suspension Rate at Phoenix School	Phoenix school staff will implement alternative means of correction, restorative justice, and positive behavior interventions and incentives for all students to increase positive behaviors and decrease suspensions, with focus on the student groups with the lowest performance on the Suspension Rate Indicator on the 2023 Dashboard: SWD, SED, and Hispanic student groups	\$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	The Ventura County Office of Education (VCOE) will increase and maintain collaborative relationships with all educational partners through participation in school community events.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Parent/Caregiver engagement within the educational system plays an important role in student success. In particular, student groups such as English Learners (EL), youth in Foster Care (FY), youth experiencing homelessness, Socioeconomically Disadvantaged (SED), Migrant, and Students with Disabilities (SWD) often require additional supports and services. It is critical that school staff have access to and relationships with the community, including parents/caregivers and community partners, to provide resources and support to families to make a positive impact on student academic achievement. All actions detailed in this goal were based on input received from our educational partners and designed to support and enhance collaborative relationships with our families and community partners. We will use the metrics below to measure progress towards reaching our goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Parent/Caregiver participation at school events/activities	2023-24: Gateway Back to School Night – 64 Open House – 40 Wellness Events – 42 Quarterly Assemblies – 12/per assembly Graduation - 0 Providence			Increase of 5 participants at each event	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Weekly Parent Connect Meetings – 132				
2.2	Community Agencies/Organizations partnering with Gateway & Providence	2023-24: 10 Community Agencies/Organizations partnering with Gateway & Providence			Add one new community agency/organization partnership each school year	
2.3	Educational Partner Survey	2023-24: 206 surveys submitted			Minimum of 210 surveys submitted	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Parent/Caregiver participation at school events/activities	Provide parents/caregivers with meaningful school engagement opportunities throughout the school year such as School Site Council (SSC), English Learner Advisory Committee (ELAC), Back to School Night, Open House, Parent Connect (Providence), IEP meetings, and Quarterly Awards Assemblies	\$191,556.00	Yes
2.2	Parent/Caregiver Outreach	Enhance outreach in English and Spanish through Parent Square communication system; maintain translation services at 1.5 positions to support with school-home written communication, parent/caregiver and community meetings, school events, and IEPs	\$48,049.00	No
2.3	Community Agency/Organization Partnerships	Collaborate with community-based organizations such as Ventura County Behavioral Health, Social Services, and Ventura County Probation to provide targeted support for students	\$12,257.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	During the 2024-25 school year, the Ventura County Office of Education (VCOE) will improve student engagement and reduce chronic absenteeism and suspension rates at Gateway and Providence for all students, including socioeconomically disadvantaged students (SED), students with disabilities (SWD), and Hispanic students by increasing participation in dual enrollment, Career Technical Education (CTE) courses, and positive behavior interventions.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The 2023 VCOE Dashboard, which is inclusive of Gateway Community School and Providence Court School, revealed that SWD have a high suspension rate and SED and Hispanic students have a very low status on the College and Career Indicator (CCI). Due to the unique needs of students within court and community schools, including the high mobility of students, our educational partners believe focusing on student engagement will provide the greatest impact on positive student outcomes. Therefore, targeted focus will be placed on increasing student participation in dual enrollment, CTE courses, and other college and career readiness opportunities for all students; particularly SED, SWD, and Hispanic students. Additionally, the 2023 Dashboard for Gateway School revealed SED and SWD have a high suspension rate which matches the data for VCOE as a whole. To further support the work on improving student engagement, a focus will also be placed on implementing positive behavior interventions such as alternatives to suspension. The 2023 Dashboard for Providence Court School did not reveal any student groups performing in the lowest performance level on any state indicators. This can be attributed to, at least in part, low enrollment numbers that do not generate performance levels on the Dashboard. In reviewing local data, educational partners believe that students at Providence also struggle with student engagement and behavioral concerns and would benefit from participation in dual enrollment, CTE courses, and other college and career readiness opportunities as well as positive behavior interventions. All actions detailed in this goal were based on input received from our educational partners and designed to support and enhance student engagement. We will use the metrics below to measure progress towards reaching our goal. Both Gateway and Providence are eligible for the Equity Multiplier Funding.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Suspension Rate	2023 Dashboard VCOE All students: 6.9% SWD: 15.2% Gateway All students: 11.3% SED: 12.8% SWD: 20.5% Providence All students: 3.2%			VCOE All students : decrease by 2% SWD: decrease by 5% Gateway All students: decrease by 5% SED: decrease by 5% SWD: decrease by 5% Providence All students: decrease by 1%	
3.2	Chronic Absenteeism Rate (all grade levels)	2023-2024 Gateway: 64% Providence: 7%			Decrease by 5%	
3.3	Daily Attendance Rate	2023-2024 Gateway: 77% Providence: 98%			Gateway: Increase by 5% Providence: Maintain or increase 98%	
3.4	School Climate Survey (CHKS) – School Connectedness	2023-2024 School Connectedness Rating			Increase School Connectedness Rating by 5%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Gateway: 49% Providence: 35%				
3.5	Participation in CTE coursework	2023-2024 VCOE All Students: 39% SED: 39% Hispanic Students: 40%			VCOE All Students: increase by 5% SED: increase by 5% Hispanic Students: increase by 5%	
3.6	Participation in dual enrollment	2023-2024 VCOE All Students: less than 1% (3) SED: less than 1% (3) Hispanic Students: less than 1% (3)			VCOE All Students: 5% participation SED: 5% participation Hispanic Students: 5% participation	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Counseling (social-emotional/behavioral)	Maintain 3 Instruction Specialists, Behavior (ISB) to address student behavioral and social-emotional challenges, including targeted support to address the high suspension rate of SWD on the 2023 Dashboard Maintain 1.5 Social Emotional Service Specialists (SESS) to provide social emotional support and counseling to students and implement SEL (social-emotional learning) supplemental curriculum, including targeted support to address the high suspension rate of SWD on the 2023 Dashboard	\$336,748.00	Yes
3.2	Academic Counseling	Maintain two full-time counselor positions and one college and career counselor to meet the academic needs of all students, including targeted	\$224,431.00	Yes

Action #	Title	Description	Total Funds	Contributing
		support for SWD; counselors will provide supports for increasing college/career readiness for all students, with special focus on SED & Hispanic student groups to address the low performance on the College & Career Indicator on the 2023 Dashboard; opportunities will include college/career planning, access to Career Technical Education (CTE) courses, A-G courses, dual enrollment, support with college application process, FAFSA/CADAA completion and access to enrichment programs		
3.3	RESET program (Gateway)	Provide a daily, teacher directed program focused on addressing behavioral concerns including, alternatives to suspension, to address the high suspension rate on the 2023 Dashboard for SED and SWD groups; components of the program are restorative justice, behavior intervention, alternatives to suspension, emotional/social development	\$154,415.00	No
3.4	Attendance Incentive Program	Maintain incentive program to address high rates of absenteeism; purchase student incentives (awards, materials, and supplies to honor student accomplishments); purchase Wellness Center materials to promote student engagement; create clubs and activities that increase attendance and student engagement; conduct home visits/wellness checks with students not attending (Gateway)	\$2,500.00	Yes
3.5	Campus Safety	Contract with locally approved vendor for no less than two inspections per month at Gateway; provide campus assistants and bus aides in support of safety at Gateway; modify or improve school facilities as necessary for increased safety; provide school spirit wear to promote positive climate	\$342,306.00	No
3.6	Student Recognition	Quarterly Award Assemblies (Gateway) and Student of the Month Program (Providence) will be held to recognize student achievement; guidelines for student success taught and positively reinforced with incentives and recognition	\$2,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.7	Enrichment (Gateway)	Schedule guest speakers and field trips to enhance curriculum and promote a college-going culture; contract with community organizations to provide enrichment opportunities to students (Ventura County Arts Council, All it Takes, Project Rebound, SEL Book Club)	\$52,343.00	Yes
3.8	Student Engagement (Providence)	VCOE will provide opportunities for student engagement at Providence through programs/activities such as student leadership, social emotional learning, guest speakers, and presentations (Ventura County Arts Council, All it Takes, Project Rebound, SEL Book Club)	\$95,505.00	No
3.9	Transitions (Providence)	VCOE will maintain a fulltime Transition Specialist at Providence to facilitate communication and collaboration between the school staff, local districts, families, and Ventura County Probation; Transition Specialist will meet regularly with Administrator to review incoming student files	\$118,409.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	The Ventura County Office of Education (VCOE) will provide services and support to Ventura County expelled youth to meet their expulsion terms, earn their high school diploma, or return to their home district.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement) Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)
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An explanation of why the LEA has developed this goal.

Negative and aversive attitudes/behaviors towards traditional educational environments are often exhibited by expelled youth as a result of their personal experiences in the school system. This goal was developed after reviewing all educational partner input to address the unique needs of our expelled youth, especially our English Learners (ELs), Foster Youth (FY), Homeless and/or Socioeconomically Disadvantaged (SED), and Students with Disabilities (SWD). Our team is committed to supporting the re-engagement and development of our students as well as providing strong social-emotional supports which are foundational to student personal and academic success. This goal includes specific actions to support successful outcomes for expelled youth along with metrics to measure our progress towards achieving this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Percentage of students returning to their home district annually (Gateway)	2023-2024 54%			Maintain at least 50%	
4.2	Chronic Absenteeism Rate (Gateway - all grade levels)	2023-2024 Gateway: 64%			Decrease by 5%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.3	Graduation Rate (Gateway)	2023 1-Year Graduation Rate Gateway: 100%			Maintain 100% 1-Year Graduation Rate	
4.4	Suspension Rate (Gateway)	2023 Dashboard Gateway: 11.3%			Decrease by 2%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Rehabilitative Counseling (Gateway)	Counseling (academic/social-emotional/behavioral) services will be provided to expelled students to support their progress towards meeting the terms of their expulsion	\$300,157.00	Yes
4.2	Transportation (Gateway)	Transportation will be provided to all expelled students attending Gateway	\$468,440.00	Yes
4.3	Transitions to Gateway	VCOE will maintain a full time transition specialist (Gateway) to facilitate communication and collaboration among parents/caregivers, local districts, and Gateway to ensure the timely transition of expelled students into the program; site administrator and transition specialist will meet regularly to review pending referrals.	\$87,981.00	No
4.4	High Risk Meetings (Gateway)	High Risk team meetings (consisting of an administrator, SELPA counselors, an Instructional Specialist, Behavior [ISB], a lead teacher, a school counselor, a transition specialist, and the Department of Rehabilitation, if appropriate) are held to collaborate and plan for any incoming expulsion case involving a high-risk safety issue	\$84,142.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	The Ventura County Office of Education (VCOE) will provide countywide support services to students in foster care and offer technical support to districts, county agencies, and other community partners to address barriers to social-emotional and academic success of students in foster care.	Broad Goal

State Priorities addressed by this goal.
Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 10: Foster Youth – COEs Only (Conditions of Learning)

An explanation of why the LEA has developed this goal.
Youth in foster care face significant challenges, particularly related to home and school instability. Research indicates that these challenges, including exposure to trauma, can severely impact their ability to learn. However, by addressing their emotional and behavioral needs, we can improve their educational outcomes. It's noteworthy that, on average, foster youth change schools eight times while in care, resulting in significant learning disruptions with each move. During the 2022-23 school year, 34% of youth in foster care changed schools at least once, compared to just 9% of students overall. Providing stability in their schooling can greatly benefit youth in foster care, not only academically but also socially and emotionally. Unfortunately, youth in foster care also face higher dropout rates and lower graduation rates compared to their peers. In fact, during the 2022-23 school year, the dropout rate among youth in foster care was 24%, compared to only 8% among all students. It's imperative that we address these disparities and provide the necessary support to ensure that youth in foster care have the opportunity to succeed in school and beyond.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Percentage of students who remain enrolled in their school of origin upon entry into foster care	2023-2024 63%			75%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.2	Trainings related to the education of students in foster care	2023-2024 15 trainings offered			Maintain a minimum of 15 trainings a year	
5.3	County-Wide Foster Youth Graduation Rate	2022-2023 58.7%			Increase by 2%	
5.4	County-Wide Foster Youth Chronic Absenteeism Rate	2022-2023 44.6%			Decrease by 2%	
5.5	County-Wide 12th Grade Foster Youth FAFSA/CADAA Completion	2022-2023 79%			Increase by 2%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	School of Origin	VCOE will provide training & technical assistance to districts and child welfare, as well as transportation to school of origin for foster students, to increase the number of students who remain enrolled in their school of origin upon entry into foster care	\$0.00	No
5.2	Relevant Professional Learning/Trainings	VCOE will offer relevant professional learning and trainings covering topics such as: Annual Legal Updates; Enrollment and Records; Student Discipline; Court Appointed Special Advocates; Children Family Services; and other areas related to the education of youth in foster care	\$60,000.00	No
5.3	Executive Advisory Council	The Executive Advisory Council (EAC), comprised of VCOE Foster Youth Services and Homeless Education Coordinators, Foster Youth/Homeless Education LEA Liaisons, and representatives from county agencies and community based organizations, will continue to provide technical assistance, resources, and training to members through quarterly meetings to support the direct services provided to youth in foster care	\$0.00	No
5.4	FAFSA Challenge	VCOE will take a direct and active role in ensuring all foster youth seniors in high school receive assistance in completing their Free Application for Student Aid (FAFSA) or California Dream Act Application (CADAA) and the Chafee application and open a WebGrants account to track the status of those applications; VCOE case manager will meet individually with youth to complete the application; case manager will also act as a liaison between the youth's social worker or probation officer, school counselor, and VCOE to monitor and track seniors as they move in and out of the county during the FAFSA season	\$0.00	No
5.5	Foster Focus	VCOE will authorize, update, and maintain Foster Focus access to all district liaisons county-wide to ensure timely and accurate enrollments, records transfer, and identification of education rights holders	\$0.00	No

Action #	Title	Description	Total Funds	Contributing

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$1,165,182	\$0.00

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
5.608%	0.000%	\$0.00	5.608%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.1	<p>Action: Parent/Caregiver participation at school events/activities</p> <p>Need: The unique nature of our court and community schools, coupled with the low stability rate of our students, often makes it difficult for families—particularly those of EL, FY, and SED students—to re-engage with the</p>	<p>As described in Action 2.1, VCOE will provide engagement opportunities for students and families to help build and maintain a positive school culture, leading to improved student outcomes.</p> <p>While this action is designed to meet the unique circumstances of our EL, FY, and SED students’ families, all court and community school students and their families come into our programs with</p>	<p>Action 2.1</p> <ul style="list-style-type: none"> • Parent/Caregiver Participation numbers at School Events • School Community Events

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>education system. Many have not experienced positive and meaningful connections with it. Feedback from educational partners indicates that meaningful opportunities for parents/caregivers to feel safe connecting with school staff and other families is a high priority area..</p> <p>Scope: LEA-wide</p>	<p>similar needs and will benefit from these additional services. Therefore, this action will be provided to all VCOE students and families.</p>	
3.2	<p>Action: Academic Counseling</p> <p>Need: Many students in court and community schools, particularly those who are socio-economically disadvantaged (SED), experience high mobility rates and have often struggled with school engagement in traditional school settings. Due to previous school experiences, these students often feel unmotivated to attend school, further leading to disengagement, credit deficiencies, and a lack of exposure to college and career experiences.</p> <p>Scope: LEA-wide</p>	<p>Action 3.2 includes academic counselors as well as a college & career counselor who will help maximize opportunities for student success and provide them with increased credit recovery options, college and career opportunities such as dual enrollment and career technical education classes as well as 1:1 academic support.</p> <p>While this action is designed to meet the unique circumstances of our SED students, all court and community school students come into our programs with similar needs and will benefit from these additional services. Therefore, this action will be provided to all VCOE students.</p>	<p>Action 3.2</p> <ul style="list-style-type: none"> • Dual Enrollment Participation • CTE Course Participation • 1-Year Graduation Rate
3.1 3.4 3.6	<p>Action: Counseling (social-emotional/behavioral); Attendance Incentive Program; Student Recognition; Enrichment</p>	<p>Action 3.1 will provide counseling services to meet the social-emotional and behavioral needs of students, particularly SED students. The intent is to help students learn coping strategies to address</p>	<p>Action 3.1, 3.4, 3.6, 3.7</p> <ul style="list-style-type: none"> • CHKS School Connectedness

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.7	<p>Need: Along with low stability rates and negative past school experiences, SED students face additional factors that hinder engagement, such as home-life stressors, lack of childcare, managing work and school, and social-emotional and mental health needs. These challenges often result in SED students feeling unmotivated to attend school regularly, leading to further disengagement and poor mental health.</p> <p>Scope: LEA-wide</p>	<p>their unique life circumstances and lay the foundation for academic and social-emotional growth and development.</p> <p>Action 3.4 includes an attendance incentive program VCOE will implement to create a safe and supportive school environment that positively reinforces daily attendance and recognizes improvements in attendance. The intent is the program will assist in reshaping students' behavior around actively participating in their education.</p> <p>Action 3.6 involves recognizing student achievements in various areas to build student confidence and self-belief. The objective is that this recognition will lead to increased positive student outcomes and behavior.</p> <p>Action 3.7 involves creating opportunities to expose students to various educational experiences outside the regular instructional program. The intent is that these enrichment opportunities will support students' re-engagement with the education system.</p> <p>While these actions are designed to meet the unique circumstances of our SED students, all court and community school students come into our programs with similar needs and will benefit from these additional services. Therefore, these actions will be provided to all VCOE students.</p>	<ul style="list-style-type: none"> • Chronic Absenteeism Rate • Daily Attendance Rate • Suspension Rate
4.1	<p>Action: Rehabilitative Counseling</p>	<p>Action 4.1 includes counseling services designed to support the re-engagement of expelled students</p>	<p>Action 4.1</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: Many students in court and community schools, particularly those who are socio-economically disadvantaged (SED), experience high mobility rates and have often struggled with school engagement in traditional school settings. Due to previous school experiences, these students often feel unmotivated to attend school, further leading to disengagement, credit deficiencies, and a lack of exposure to college and career experiences.</p> <p>Scope: Schoolwide</p>	<p>back into the school program, including both academic and social-emotional supports.</p> <p>While this action is designed to meet the unique circumstances of our SED students, all court and community school students come into our programs with similar needs and will benefit from these additional services. Therefore, this action will be provided to all VCOE students.</p>	<ul style="list-style-type: none"> • Chronic Absenteeism Rate (Gateway) • Graduation Rate (Gateway)
4.2	<p>Action: Transportation</p> <p>Need: An additional obstacle that Gateway students, in particular SED students and families, report is the difficulty in finding reliable transportation to school every day, which can further complicate matters and affect their engagement.</p> <p>Scope: Schoolwide</p>	<p>Action 4.2 provides free transportation to Gateway students, with a specific focus on SED students, which will remove a significant barrier and support student daily attendance.</p> <p>While the action specifically targets SED students, all Gateway students will benefit from this service, so it will therefore be provided to all students.</p>	<p>Action 4.2</p> <ul style="list-style-type: none"> • Daily Attendance Rate (Gateway) • Chronic Absenteeism Rate (Gateway)

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.4	<p>Action: Targeted Supports for English Learners</p> <p>Need: The 2022-2023 English Language Proficiency Assessments for CA (ELPAC) scores show 0% proficiency levels at Gateway and 0% at Providence.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	To address the specific needs of English Learner students, intervention time, curriculum, and supplemental instructional materials will be provided to EL students at both sites.	<ul style="list-style-type: none">• ELPAC proficiency levels• 1-Year Graduation Rate

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

Not applicable

Additional Concentration Grant Funding

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

VCOE did not receive the additional concentration grant add-on funding.

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	NA	NA
Staff-to-student ratio of certificated staff providing direct services to students	NA	NA

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	20,778,462	1,165,182	5.608%	0.000%	5.608%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,048,634.00	\$804,079.00	\$95,267.00	\$474,666.00	\$3,422,646.00	\$2,888,546.00	\$534,100.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Professional Learning, Supports, Supplemental Resources	All	No				Ongoing	\$0.00	\$18,000.00	\$18,000.00				\$18,000.00
1	1.2	Foster Youth and Homeless Youth Liaison	Foster Youth/ Youth Experiencing Homelessness	No				Ongoing	\$330,512.00	\$0.00	\$16,622.00	\$170,379.00		\$143,511.00	\$330,512.00
1	1.3	Credit Recovery, Instructional Program, Graduation Options	All	No				Ongoing	\$95,267.00	\$55,200.00		\$55,200.00	\$95,267.00		\$150,467.00
1	1.4	Targeted Supports for English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$213,751.00	\$3,500.00	\$217,251.00				\$217,251.00
1	1.5	Teacher Credentials/Assignments	All	No				Ongoing	\$25,934.00	\$0.00	\$24,038.00	\$1,896.00			\$25,934.00
1	1.6	Instructional Planning/Curriculum Development	All	No				Ongoing	\$71,852.00	\$0.00	\$67,191.00	\$4,661.00			\$71,852.00
1	1.7	Students with Disabilities	Students with Disabilities	No				Ongoing	\$26,891.00	\$0.00	\$13,887.00	\$13,004.00			\$26,891.00
1	1.8	Decrease Suspension Rate at Phoenix School	Hispanic student group All Students with Disabilities	No				Ongoing	\$0.00	\$0.00	\$0.00				\$0.00

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.1	Parent/Caregiver participation at school events/activities	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$188,556.00	\$3,000.00	\$172,700.00	\$18,856.00			\$191,556.00
2	2.2	Parent/Caregiver Outreach	All		No				Ongoing	\$43,049.00	\$5,000.00	\$15,762.00	\$32,287.00			\$48,049.00
2	2.3	Community Agency/Organization Partnerships	All		No				Ongoing	\$12,257.00	\$0.00	\$8,317.00	\$431.00		\$3,509.00	\$12,257.00
3	3.1	Counseling (social-emotional/behavioral)	Low	Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$336,748.00	\$0.00	\$109,320.00	\$114,100.00		\$113,328.00	\$336,748.00
3	3.2	Academic Counseling	Low	Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$224,431.00	\$0.00	\$133,169.00	\$29,304.00		\$61,958.00	\$224,431.00
3	3.3	RESET program (Gateway)	SED group All Students Disabilities	student with	No				Ongoing	\$154,415.00	\$0.00		\$154,415.00			\$154,415.00
3	3.4	Attendance Incentive Program	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$2,500.00	\$2,500.00				\$2,500.00
3	3.5	Campus Safety	All		No				Ongoing	\$316,906.00	\$25,400.00	\$336,546.00	\$5,760.00			\$342,306.00
3	3.6	Student Recognition	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$2,500.00	\$2,500.00				\$2,500.00
3	3.7	Enrichment (Gateway)	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$23,243.00	\$29,100.00	\$52,343.00				\$52,343.00
3	3.8	Student Engagement (Providence)	All		No				Ongoing	\$65,605.00	\$29,900.00		\$95,505.00			\$95,505.00
3	3.9	Transitions (Providence)	All		No				Ongoing	\$118,409.00	\$0.00	\$106,568.00	\$11,841.00			\$118,409.00
4	4.1	Rehabilitative Counseling (Gateway)	Low	Income	Yes	Schoolwide	Low Income	Specific Schools: Gateway	Ongoing	\$300,157.00	\$0.00	\$93,000.00	\$95,627.00		\$111,530.00	\$300,157.00
4	4.2	Transportation (Gateway)	Low	Income	Yes	Schoolwide	Low Income	Specific Schools:	Ongoing	\$168,440.00	\$300,000.00	\$468,440.00				\$468,440.00

Goal #	Action #	Action Title	Student Group(s)			Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
									Gateway								
4	4.3	Transitions to Gateway	All			No				Ongoing	\$87,981.00	\$0.00	\$87,981.00				\$87,981.00
4	4.4	High Risk Meetings (Gateway)	All			No				Ongoing	\$84,142.00	\$0.00	\$42,499.00	\$813.00		\$40,830.00	\$84,142.00
5	5.1	School of Origin	Foster	Youth	All	No				Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5	5.2	Relevant Professional Learning/Trainings	All			No				Ongoing	\$0.00	\$60,000.00	\$60,000.00				\$60,000.00
5	5.3	Executive Advisory Council	Foster	Youth	All	No				Ongoing	\$0.00	\$0.00	\$0.00				\$0.00
5	5.4	FAFSA Challenge	Foster	Youth	All	No				Ongoing	\$0.00	\$0.00	\$0.00				\$0.00
5	5.5	Foster Focus	Foster	Youth	All	No				Ongoing	\$0.00	\$0.00	\$0.00				\$0.00

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
20,778,462	1,165,182	5.608%	0.000%	5.608%	\$1,251,223.00	0.000%	6.022 %	Total:	\$1,251,223.00
								LEA-wide Total:	\$472,532.00
								Limited Total:	\$217,251.00
								Schoolwide Total:	\$561,440.00

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	1.4	Targeted Supports for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$217,251.00	
2	2.1	Parent/Caregiver participation at school events/activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$172,700.00	
3	3.1	Counseling (social-emotional/behavioral)	Yes	LEA-wide	Low Income	All Schools	\$109,320.00	
3	3.2	Academic Counseling	Yes	LEA-wide	Low Income	All Schools	\$133,169.00	
3	3.4	Attendance Incentive Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,500.00	
3	3.6	Student Recognition	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,500.00	
3	3.7	Enrichment (Gateway)	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$52,343.00	

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 (%)
					Low Income			
4	4.1	Rehabilitative Counseling (Gateway)	Yes	Schoolwide	Low Income	Specific Schools: Gateway	\$93,000.00	
4	4.2	Transportation (Gateway)	Yes	Schoolwide	Low Income	Specific Schools: Gateway	\$468,440.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$2,107,822.00	\$2,204,797.00

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	Professional Learning, Supports, Supplemental Resources	No	\$68,080	74,236
1	1.2	College/Career Readiness	Yes	\$49,868	51,253
1	1.3	Foster Youth and Homeless Youth Liaison	No	\$313,391	382,731
1	1.4	Credit Recovery, Instructional Program, and Graduation Options	Yes	\$54,700	56,294
1	1.5	Targeted Supports for English Learners	Yes	\$79,102	79,654
1	1.6	Teacher Credentials/Assignments	No	\$46,770	49,282
1	1.7	Instructional Planning/Curriculum Development	No	\$11,656	11,542
1	1.8	Students with Disabilities	No	\$77,103	77,308
2	2.1	Alternatives to Suspension	Yes	\$82,487	82,233
2	2.2	Health & Counseling Services	Yes	\$178,094	199,109

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Social Emotional Learning Services	Yes	\$60,000	91,924
2	2.4	Attendance/Absenteeism	Yes	\$53,022	65,542
2	2.5	Safety and Facilities	No	\$215,873	87,000
2	2.6	Guest Speakers, Field Trips, and Enrichment	Yes	\$9,720	9,483
2	2.7	Student Recognition	Yes	\$6,821	0
2	2.8	Guidelines for Student Success	No	\$7,000	1,164
3	3.1	Parent/Caregiver Involvement	Yes	\$28,916	32,689
3	3.2	Parent/Caregiver Outreach	No	\$39,416	53,489
3	3.3	Support Services and Community Partnerships	Yes	\$68,557	69,177
4	4.1	Rehabilitative Counseling Services	No	\$0	0
4	4.2	Transportation	Yes	\$312,008	375,168
4	4.3	Transition Specialists	No	\$102,125	104,816
4	4.4	Transitions to Gateway	No	\$102,126	104,816

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)
4	4.5	High Risk Meetings	No	\$80,987	83,887
5	5.1	School of Origin	No	\$0	0
5	5.2	Relevant Professional Learning/Trainings	No	\$60,000	62,000
5	5.3	Executive Advisory Council	No	\$0	0
5	5.4	FAFSA Challenge	No	\$0	0
5	5.5	Foster Focus	No	\$0	0

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
796,715	\$868,616.00	\$1,112,526.00	(\$243,910.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	College/Career Readiness	Yes	\$49,868.00	51,253	0	0
1	1.4	Credit Recovery, Instructional Program, and Graduation Options	Yes	\$40,058.00	56,294	0	0
1	1.5	Targeted Supports for English Learners	Yes	\$79,102.00	79,654	0	0
2	2.1	Alternatives to Suspension	Yes	\$79,401.00	82,233	0	0
2	2.2	Health & Counseling Services	Yes	\$83,686.00	199,109	0	0
2	2.3	Social Emotional Learning Services	Yes	\$60,000.00	91,924	0	0
2	2.4	Attendance/Absenteeism	Yes	\$53,022.00	65,542	0	0
2	2.6	Guest Speakers, Field Trips, and Enrichment	Yes	\$9,720.00	9,483	0	0
2	2.7	Student Recognition	Yes	\$6,821.00	0	0	0
3	3.1	Parent/Caregiver Involvement	Yes	\$27,916.00	32,689	0	0
3	3.3	Support Services and Community Partnerships	Yes	\$67,014.00	69,177	0	0
4	4.2	Transportation	Yes	\$312,008.00	375,168	0	0

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
20,778,432	796,715	0	3.834%	\$1,112,526.00	0.000%	5.354%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);

- **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic

Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

California Department of Education
November 2023