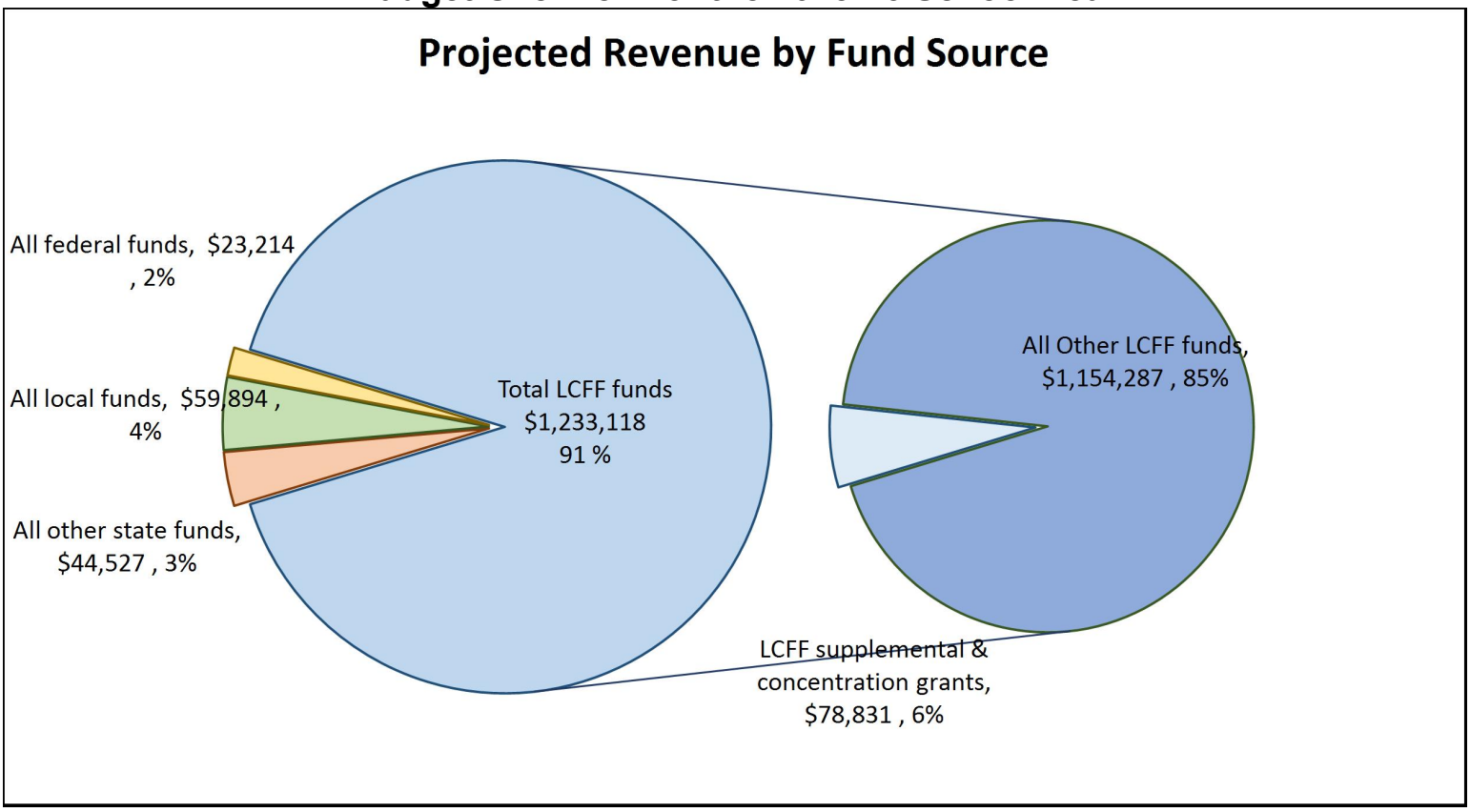
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Valley Oak Charter
CDS Code: 56-72520-5630405
School Year: 2025-26
LEA contact information:
Shawna Garritson
Director
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(805) 640-4421

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

Budget Overview for the 2025-26 School Year

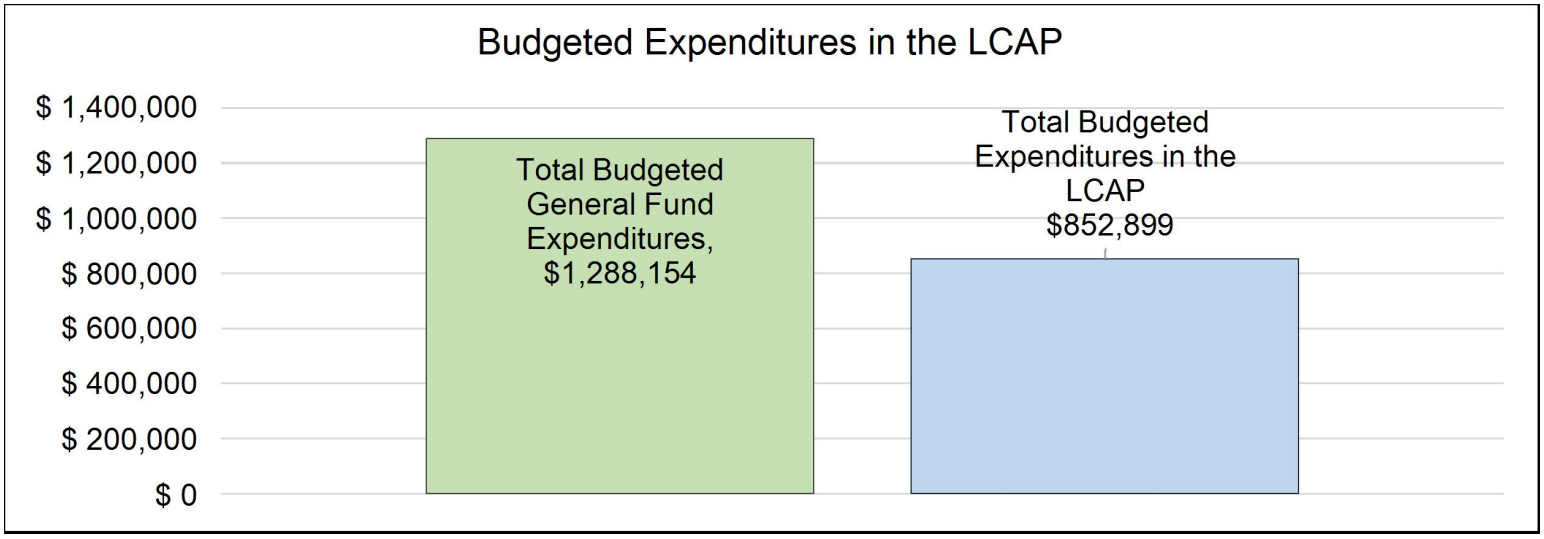


This chart shows the total general purpose revenue Valley Oak Charter expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Valley Oak Charter is $1,360,753, of which $1,233,118 is Local Control Funding Formula (LCFF), $44,527 is other state funds, $59,894 is local funds, and $23,214 is federal funds. Of the $1,233,118 in LCFF Funds, $78,831 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Valley Oak Charter plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Valley Oak Charter plans to spend $1,288,154 for the 2025-26 school year. Of that amount, $852,899 is tied to actions/services in the LCAP and $435,255 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

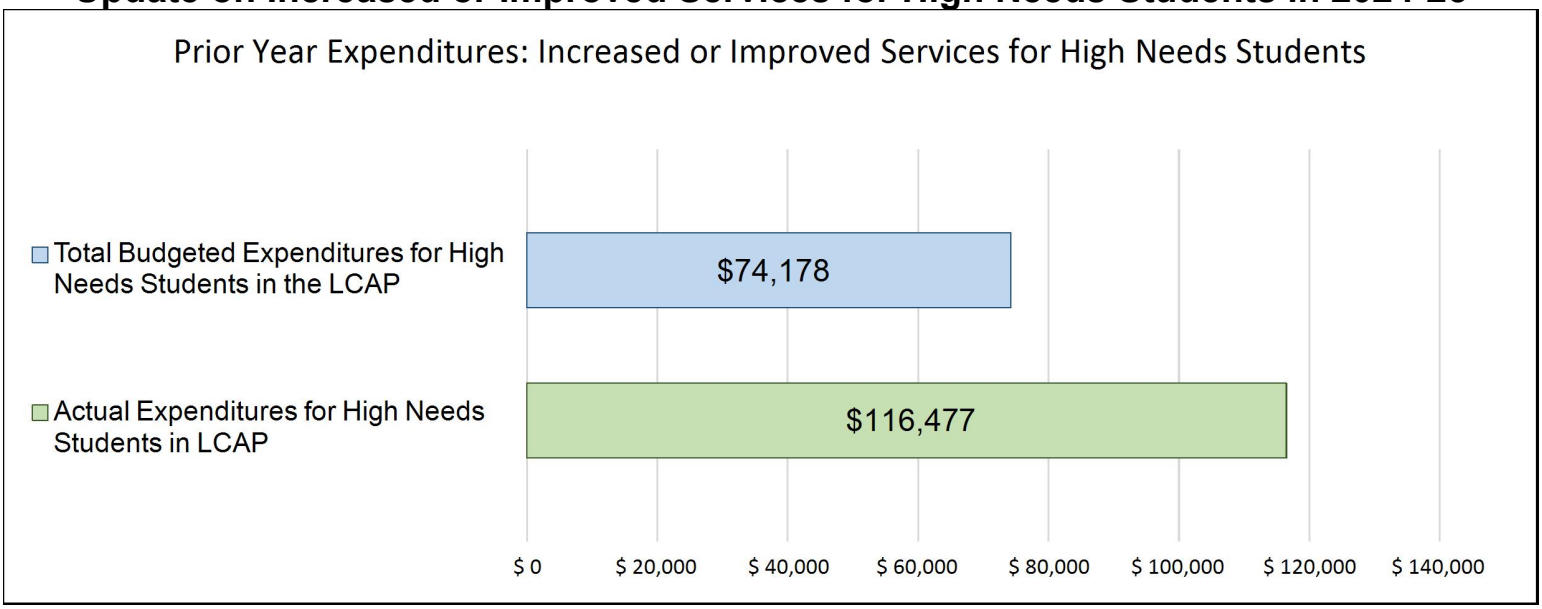
1. Salaries and benefits for certificated and classified employees
2. Instructional and administrative supplies
3. Non-capitalized equipment under $5,000
4. Staff Development
5. General Liability Insurance
7. Contracted instructional and administrative services
8. Capital outlay purchases and depreciation

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

In 2025-26, Valley Oak Charter is projecting it will receive $78,831 based on the enrollment of foster youth, English learner, and low-income students. Valley Oak Charter must describe how it intends to increase or improve services for high needs students in the LCAP. Valley Oak Charter plans to spend $122,942 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Valley Oak Charter budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Valley Oak Charter estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Valley Oak Charter's LCAP budgeted $74,178 for planned actions to increase or improve services for high needs students. Valley Oak Charter actually spent $116,477 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Valley Oak Charter	Shawna Garritson Director	shawna@valleyoakcharter.org (805) 640-4421

Plan Summary [2025-26]

General Information

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

Valley Oak Charter is nestled in the serene Ojai Valley, a region known for its natural beauty, strong sense of community, and commitment to environmental stewardship. VOC currently serves 75 students in grades K–12, with approximately 30% of students identified as low-income. Our school offers standards-based instruction in small, supportive group settings, along with individualized guidance for families implementing learning at home. At the heart of our approach is a nurturing community where every student receives personalized attention, encouragement, and care.

Our dedicated team of passionate educators, administrators, and support staff work collaboratively to create a safe, creative, and academically rigorous learning environment. With a strong focus on personalized learning and community engagement, Valley Oak Charter is committed to meeting the diverse academic, social, and emotional needs of each student.

Students at VOC are active participants in their own learning. Our flexible curriculum is designed to meet individual needs and honor student interests, allowing learners to explore their passions while developing a deep understanding of core content. Instruction is grounded in project-based learning, nature-based education, and arts integration, providing a dynamic and well-rounded academic experience. Through these approaches, students build critical thinking skills, creativity, and a strong connection to the natural world.

Our educational model is deeply influenced by the unique character and values of the Ojai community. We prioritize student-centered learning, strong family partnerships, and environmental responsibility. Students are encouraged to think independently, express themselves confidently, and take ownership of their learning journey.

Recent Challenges and Resilience
In recent years, Valley Oak Charter has navigated several challenges common to small, independent schools:

Adapting to the post-pandemic landscape, including transitioning between in-person, hybrid, and remote instruction, while ensuring equitable access to learning tools and technology for all students.

Managing budgetary constraints and funding uncertainties while striving to maintain high-quality academic programs, enrichment opportunities, and essential support services.

Addressing the social-emotional needs of students and families, particularly in light of the COVID-19 pandemic's lasting impacts on mental health and overall well-being.

Despite these challenges, VOC has continued to grow stronger through intentional programming, close collaboration between staff and families, and a shared commitment to serving the whole child.

Campus and Community Culture
The Valley Oak Charter campus includes thoughtfully designed classrooms, outdoor learning environments, and garden spaces that support hands-on, experiential learning. Our small-school setting fosters a strong sense of belonging and deep connection among students, families, and staff.

VOC is a vibrant, inclusive community where diverse learning styles are celebrated, and each student is known and valued. Our students are curious, creative, and resilient. They are empowered to pursue their interests, set meaningful goals, and grow both academically and personally.

At Valley Oak Charter, education is not just about standards—it's about cultivating a lifelong love of learning, strengthening community connections, and honoring the natural world that surrounds us.

Reflections: Annual Performance

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

Academic Performance
Valley Oak Charter (VOC) serves a small and diverse student population, with approximately 75 students enrolled and 30% identified as socioeconomically disadvantaged. VOC currently has no enrolled English Learners or foster youth. Due to the small sample size, the California Department of Education (CDE) suppresses disaggregated subgroup data for privacy purposes, which limits our ability to analyze performance trends across traditional subgroups.

In 2022–2023, the California School Dashboard reported that students at VOC scored 21.6 points below standard in English Language Arts (ELA) and 95.8 points below standard in Mathematics. In comparison, the state average was 13.6 points below standard in ELA and 49.1 points below standard in Math. In 2023–2024, VOC experienced a significant decline in Dashboard performance due to low test participation and the ongoing transition from a less structured academic model to a more standards-aligned and data-informed system. Scores dropped to 105.5 points below standard in ELA and 158.1 points below standard in Math. These declines do not reflect the progress observed within local measures but highlight the urgent need to increase test participation and ensure alignment between internal and external assessments. The School Dashboard data for 2024-2025 has not yet been released.

To address this, VOC implemented a schoolwide growth model beginning in 2024–2025. This includes monthly benchmark assessments, reflective student goal-setting, and individualized tracking of academic progress. All students now participate in data-driven instruction using mastery-based grading and consistent formative assessment practices. Teachers collaborate weekly in Professional Learning Communities (PLCs), and an MTSS framework has been established to support both academic interventions and re-engagement efforts. These strategies aim to provide a clearer, more accurate view of student learning while supporting continuous growth across grade levels and ability ranges.

VOC met the local indicator for the Implementation of Academic Standards, and the College and Career Indicator was not applicable, as there were no high school seniors enrolled in 2023–2024.

Academic Engagement
VOC reported a chronic absenteeism rate of 4.1% in 2022–2023, a 4.8% improvement from the previous year. This placed the school in the green performance band for chronic absenteeism on the California School Dashboard. This improvement was supported by VOC's shift to consistent programming, targeted student supports, and increased parent engagement.

In 2023–2024, VOC continued to emphasize consistent attendance as foundational to student success. Family conferences were held twice during the year (with a plan to expand to three times annually), and teachers maintained weekly office hours to connect with students and families as needed. VOC also implemented enrichment-based re-engagement strategies and established clearer expectations and supports through the MTSS model. While Graduation Rate data was not applicable due to the absence of high school seniors, all students in grades 7–9 had access to A–G aligned coursework, and middle school students began piloting early A–G course access.

The Broad Course of Study local indicator was met, with students participating in core academics, arts, STEM enrichment, and wellness programming.

Conditions and Climate
VOC met all local indicators for Teachers, Instructional Materials, and Facilities, with credentialed staff assigned appropriately and learning environments maintained to support student well-being. Parent and Family Engagement was also a key area of focus. VOC hosted weekly "Coffee & Conversation" sessions with the Director, safety forums with the Ventura County Sheriff's Department, and multiple learning events on child development, learning styles, and social-emotional health. 50% of families participated in at least one parent education event, and 28% attended three or more.

Family Fridays were reintroduced and offered weekly as a whole-community engagement initiative. In Year 1, 48% of families participated in at least one Family Friday, and VOC plans to expand offerings for older students and offer transportation support to increase access for families facing supervision barriers.

The school maintained a 0% suspension rate, consistent with a focus on proactive behavioral support and a positive learning environment. Overall, these outcomes reflect progress toward a more cohesive and inclusive school climate, supported by both internal structures and community partnerships.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners 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, Parents, Teachers, School Director, Classified Staff, Learning Partners, Ventura County SELPA	Valley Oak Charter (VOC) is a small, close-knit learning community with frequent and meaningful opportunities for stakeholder engagement. Each Wednesday, the VOC Director hosts “Coffee and Conversation”, a weekly gathering where families are invited to share feedback, discuss school initiatives, and explore topics of interest. Teachers collaborate weekly to review student needs, academic progress, and instructional strategies. The Parent Advisory Council (PAC) meets monthly to help plan school events and communicate family perspectives directly to school leadership and the VOC Board. Surveys were distributed to students, staff, and families three times throughout the year. The most recent survey was collaboratively designed by parent representatives on the PAC to better reflect the interests and priorities of VOC families. Survey results directly informed the development of the 2024–2025 LCAP goals. In addition to survey data, VOC held multiple public input meetings to gather additional feedback and strengthen alignment with community priorities. VOC is also an active member of the Ventura County SELPA and participates in annual consultations to review data and ensure equitable access to services for all students.

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

Valley Oak Charter (VOC) has continued to prioritize authentic, responsive engagement with educational partners throughout the development and refinement of the Local Control and Accountability Plan (LCAP). Partner feedback from families, staff, students, and community organizations directly shaped major elements of our 2024–2025 actions and continues to inform our planning for 2025–2026.

Actions Taken in 2024–2025 Based on Partner Input
1. Launch of “Family Fridays” to Increase Participation
Following parent survey feedback in 2023–2024—where 94% of respondents expressed interest in “Family Days”—VOC launched weekly Family Fridays. These events provided accessible, community-based opportunities for families to engage in enrichment, student exhibitions, and school-wide culture building. This action was implemented under Goal 3, Action 3.4, and supported by the hiring of a Family Fridays Coordinator, improved outreach, and a focus on inclusive access (e.g., plans for transportation, activities for older students).

2. Personalized Learning System (PLS) Adopted to Clarify Grade-Level Expectations
In response to family feedback indicating a need for clearer academic guidance—especially when only 53% of parents reported feeling “very supported”—VOC officially adopted a Personalized Learning System. This platform allows families and students to access standards-aligned assignments, pacing, and expectations by subject. It serves as the backbone of our academic communication strategy and is reflected in Goal 2 and Goal 1, Action 1.4.

3. Monthly Parent Workshops Launched
In collaboration with the Parent Advisory Council, VOC introduced monthly grade-level and standards-based workshops. This directly addressed the 95% of parents who expressed strong interest in being part of a parent education community. These workshops offer practical tools and peer support, with the goal of every family attending at least three during the year.

4. Increased Access to A–G Courses and Academic Pathways
Based on feedback from students and families seeking more rigorous academic options, VOC expanded access to A–G aligned courses for high school students and began piloting A–G access for middle schoolers. This effort also included family meetings to support course planning, reflected in Goal 1 and Goal 2.

5. Expanded Enrichment Opportunities
Surveys and direct student input highlighted a desire for expanded enrichment. In response, VOC added new options in science, cooking, wellness, and garden-based learning in 2024–2025, ensuring 100% of students participated in at least one co-curricular experience. This supports Goal 3, Action 3.1.

Planned Improvements for 2025–2026 Based on New Stakeholder Input
1. Expansion of MTSS Communication and Visibility
While internal systems for MTSS were launched in 2024–2025, families requested clearer explanations and more visible supports. As a result, VOC will refine and publicly share MTSS protocols through the family handbook, beginning-of-year meetings, and parent workshops. This aligns with Goal 2 and supports transparency and early intervention access.

2. Enhanced Parent-Teacher Conference Structure

Educational partners recommended increasing parent touchpoints throughout the year. In response, VOC will move from two formal parent-teacher conferences to three annually in 2025–2026, ensuring regular progress monitoring and stronger partnerships. Weekly teacher office hours will continue to support flexible communication.

3. Expanded Teacher-Led Family Education Opportunities
Families expressed interest in hearing directly from classroom teachers. Next year, teachers will lead targeted workshops connected to specific curriculum or developmental topics (e.g., reading development, math problem-solving, executive functioning). This complements administrative workshops and fosters stronger relationships between teachers and families.

4. Strengthened Student Voice and Feedback Structures
In 2025–2026, VOC will launch more formal student feedback structures, including student panels and surveys tied to academic pathways, enrichment, and school climate. This supports continuous improvement and gives students more voice in shaping their educational experience.

5. Continued Collaboration with SELPA and VCOE
Following the March 24, 2025 meeting with the VOC Director, SELPA Director, and VCOE LCAP team, we will continue to review data for equity in services. Actionable next steps for 2025–2026 include further refining documentation for supports provided and integrating student-level MTSS dashboards.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Maintain VOC's high-quality basic educational services: A.) a qualified staff, B.) adequate and appropriate school facilities, and C.) access to a broad selection of high-quality, standards-based courses and instructional materials. This goal aligns with State Priorities 1, 2 and 7 under Conditions of Learning. The specific actions contain metrics for measuring both qualitative and quantitative outcomes.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal has not changed since the previous LCAP and addresses the basic services, state standards and conditions of learning.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Teachers credentials, staff retention records	All teachers are appropriately assigned and retained for one year or more.	All teachers were appropriately credentialed during the 2024–25 school year.		All teachers are fully credentialed, appropriately assigned and retained for three years or more.	Two teachers have been retained for two years, two teachers have been retained for one year.
1.2	Students, families and staff report on surveys that the school site is a clean, safe and well-maintained campus that facilitates learning.	100% of parents surveyed agree that VOC is welcoming, 82% agree that the facilities are safe and clean. 90% of students agree that the campus is welcoming and safe.	100% of students, staff, and families surveyed agreed that Valley Oak Charter is welcoming. 75% agreed that the school is safe and		100% of students, families and staff report that the school site is a clean, safe and well-maintained campus that facilitates learning.	Perceptions of "welcoming" increased slightly to 100% across all groups. However, overall ratings for safety and cleanliness

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		100% of staff agree that VOC is welcoming. 85% of teachers agree that facilities are clean and 65% agree facilities are safe.	clean; 20% were neutral and 5% disagreed.			decreased slightly (approx. 7–10%) from staff and parent baseline figures, indicating the need for continued focus despite improvements.
1.3	Number of students with access to high quality courses and A-G courses for high school students.	Currently high school students have access to A-G courses. All middle school students are not accessing the online courses.	All high school students have access to A–G courses. Two middle school students accessed A–G courses as well in the 2024-2025 school year.		All students have access to high quality courses and all high school students have access to A-G courses.	A measurable increase in participation: 75% of high schoolers are engaged in A–G courses (100% had access) and middle school access has expanded from 0% to a pilot group of two students.
1.4	Number of teachers and parents who participate in standards based, personalized learning professional development and parent education.	VOC has not yet provided training in our new personalized learning system to teachers and parents.	Weekly PLCs supported teacher collaboration on best practices. 52% of families participated in at least one parent education event; 28% participated in three or more.		All teachers engage in monthly professional development for best practices in personalized learning and all parents participate in family education programs at least 3 times each year.	Access was maintained for 100% of high school students, and expanded to include middle school students for the first time—an increase in equitable course availability across grade levels.

Goal Analysis [2024-25]

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

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

During the 2024–25 school year, we successfully implemented the majority of planned actions related to credentialing, campus safety, course access, and engagement in personalized learning. All teachers were appropriately credentialed and retained. Extensive facility and safety upgrades were completed, including a response to a lockdown event on March 19, which led to additional safety improvements and community meetings with the Ventura County Sheriff's Department. Course access was expanded, with 75% of high school students participating in A–G courses and pilot access introduced for middle school students. Teachers met weekly in PLCs focused on professional practices, and parent engagement increased with 50% of families attending at least one educational session. End-of-year family meetings with all middle and high school students also guided programming adjustments. Overall, the year reflected strong implementation with proactive adjustments made in real time.

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.

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

The actions taken were effective in advancing progress across all components of the goal. Campus safety efforts were timely and responsive, resulting in improved perceptions of school safety and readiness. The March lockdown was used as a learning opportunity, leading to stronger safety protocols and enhanced community trust. Course access for high school students remained strong, and efforts to extend that access to middle school students and dual enrollment were met with enthusiasm. Weekly PLCs were well-attended and served as a key driver for instructional improvement. Parent engagement also grew, with a notable increase in deep participation. Areas for improvement include further increasing staff retention efforts at a time when local area housing costs increase and reaching families who have not yet engaged in our educational offerings.

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.

In response to the past year's experiences, we plan to expand retention strategies by offering earlier hiring timelines, improving onboarding, and exploring incentives to support staff stability. Parent and student engagement will be enhanced through expanded offerings, hybrid event formats, and targeted outreach. A–G and dual enrollment offerings will grow, supported by intentional student schedule planning meetings at the start of the year. Additional campus safety measures—including lighting, fencing, and ongoing staff training—will be implemented, building on the momentum created through our collaboration with law enforcement and the internal safety committee. While the core goals and metrics remain relevant, these actions reflect a responsive evolution of our approach based on stakeholder feedback and real-world challenges encountered this year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Recruit and retain qualified credentialed teachers, teaching assistants and administrative support staff.	Teachers are fully credentialed and all staff are qualified and retained for three years or more.	$601,729.00	No
1.2	Provide a clean, safe and well-maintained campus that facilitates learning.	The VOC Learning Center facility and grounds are well maintained to ensure students have a clean and safe environment to learn and grow. Basic services and facilities costs are included in Action 1.2.	$102,485.00	No
1.3	Ensure access to a broad selection of high-quality, standards-based courses and instructional materials.	Students in grades 6th - 12th have access to high quality online courses.	$10,000.00	No
1.4	Identify and promote best practices in personalized learning, offer educator professional development and parent education.	Staff development, webinars and professional learning opportunities ensure that all staff understand the Personalized Learning System and that parents are offered training in how to use the system at home to support learning and home to school communication.	$10,000.00	No
1.5	Intervention Teacher	Intervention Teacher .50 FTE - Ensures all students have access to academic support.	$41,934.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Improve student performance on statewide standardized assessments and increase the number of students meeting annual progress goals on local assessments. The specific actions contain metrics for measuring both qualitative and quantitative outcomes.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal addresses pupil outcomes and is an identified need of all students based on annual assessment data. The goal was changed to include local benchmark and annual assessment data to provide more clarity on the progress of individual students meeting performance goals. The specific actions contain metrics for measuring student achievement and outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Using the school personalized learning system and local benchmark assessments, teachers will engage in monthly analysis of student progress.	Teachers currently analyze performance data 3 times each year.	All teachers participated in weekly Professional Learning Communities. Students in grades 5–9 engaged in goal-setting and reflection.		Teachers will analyze student progress monthly assisting students is setting personal performance goals.	No structured PLC system or goal-setting framework was in place in prior years. Full implementation achieved this year.
2.2	Number of students participating in online benchmark assessments with integrated curriculums to set and meet personal	Students are not engaged in personal performance goal setting.	100% of students in grades 3–9 participated in triannual benchmark testing. Students in grades		All students participate in online benchmark assessments with integrated curriculums. 100%	Previously, benchmark testing was sporadic. This year established a consistent system that included

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	performance goals as measured by I-Ready data.		5–9 used this data to reflect and set goals.		set and meet personal performance goals as measured by I-Ready data.	reflection and use of data.
2.3	Teachers and administration design a Multi-Tiered System of Support to ensure all students receive timely academic and social-emotional interventions.	VOC has not yet developed a Multi-Tiered System of Support.	VOC implemented its first MTSS framework and reengagement plan, designed and supported by the director, school counselor, and curriculum coordinator.		VOC is fully implementing a Multi-Tiered System of Support for all students.	No formal system existed before. Now tracking, roles, and protocols are in place for data-based interventions and follow-up.
2.4	Performance scores on the California Dashboard data for the California Assessment of Student Performance and Progress (CAASPP)	California Dashboard data for the California Assessment of Student Performance and Progress (CAASPP) for all students in 2022-2023 was 21.6 points below standard in English Language Arts and 95.8 points below standard in mathematics.	California Dashboard data for the California Assessment of Student Performance and Progress (CAASPP) for all students showed a marked decline from the 2022–2023 to the 2023–2024 school year. In 2022–2023, students scored 21.6 points below standard in English Language Arts (ELA) and 95.8 points below standard in Mathematics. By		California Dashboard data for the California Assessment of Student Performance and Progress (CAASPP) will reflect that all students meet or exceed the standard in English Language Arts and all students will meet or exceed the state average on grade level standards in mathematics.	In the 2022–2023 school year, Valley Oak Charter students scored 21.6 points below standard in English Language Arts and 95.8 points below standard in Mathematics on the California Assessment of Student Performance and Progress (CAASPP). In 2023–2024, performance declined significantly, with students scoring 105.5 points below

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			2023–2024, results had dropped significantly to 105.5 points below standard in ELA (a decline of 83.9 points) and 158.1 points below standard in Math (a decline of 62.3 points). CAASPP data for 2024–2025 is not yet available.			standard in ELA (a decline of 83.9 points) and 158.1 points below standard in Math (a decline of 62.3 points). These declines corresponded with a sharp drop in testing participation and reflect the impact of a major academic transition toward more structured instruction and systems of support. CAASPP data for 2024–2025 is not yet available.

Goal Analysis [2024-25]

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

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

In 2024–25, Valley Oak Charter implemented a series of systems designed to foster continuous improvement and data-informed instruction. Teachers participated in weekly Professional Learning Communities (PLCs), and students in grades 5–9 engaged in goal-setting and reflective practices connected to triannual benchmark assessments. A Multi-Tiered System of Supports (MTSS) was developed and piloted with leadership from the director, counselor, and Curriculum and Instruction Coordinator. Benchmarks were administered three times annually to students in grades 3–9, and the data was actively used to guide instruction and student goal-setting. Additionally, academic structures were strengthened with the expansion of mastery-based grading, increased A–G access, and family education around

participation in state testing. Overall, implementation closely aligned with the planned actions. A key challenge remained securing adequate participation in state testing.

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.

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

The actions taken in 2024–25 were effective in laying a strong foundation for long-term instructional improvement. Weekly PLCs contributed to greater teacher collaboration and shared ownership of student outcomes. Benchmark testing provided timely, actionable data to support differentiated instruction. The launch of MTSS allowed staff to begin documenting interventions and discussing student needs more systematically. Although CAASPP results for 2024–25 are not yet available, improved communication with families around testing—paired with academic supports—positions us to see greater participation and progress in future cycles. The prior year (2023–24) saw significant performance declines (ELA dropped 83.9 points and Math dropped 62.3 points) tied to low testing participation and transitional programmatic shifts. In response, this year's implementation moved us toward greater consistency, rigor, and reflection.

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.

Informed by this year's implementation, we are making several strategic adjustments. Beginning in September 2025, we will implement monthly benchmark assessments in reading, math, and project-based learning to better support real-time instructional adjustments and student reflection. PLCs will expand to include structured time for self-reflection, data review, and teacher mentorship. MTSS communication will be strengthened through clear protocols introduced in the family handbook, during back-to-school meetings, and through parent education events. Parent education and communication around CAASPP testing will also further be refined. These efforts are expected to reverse the trend and reestablish growth toward and above standard in coming years. These action refinements reflect our commitment to deepening instructional coherence and support for both students, parents and educators.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Establish an infrastructure and culture of continuous school improvement through ongoing	Teachers meet monthly to analyze student progress on meeting performance goals. Teachers develop a culture of personal improvement for each student. Students are motivated to meet individual performance and progress goals. Costs included in action item 1.4.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
	analysis of student progress and school programs.			
2.2	Provide online benchmark assessments with integrated curriculums that support all students to meet personal performance goals.	All student in grades 3-8 set personal performance goals using the I-Ready online curriculum and assessment system.	$3,683.00	No
2.3	Develop a Multi-Tiered System of Support to ensure all students receive timely academic and social-emotional interventions.	Teachers will collaborate to create a Multi-Tiered System of Support for all students. Using student performance data and social emotional indictors all students will receive timely intervention to support learning and emotional well-being. Costs included in action item 1.1.	$0.00	No
2.4	Ensure all students meet the performance goals as measured by the California Dashboard data for the California Assessment of Student Performance and Progress (CAASPP)	Ensure that all students participate in the annual state test. Provide students with practice tests, the opportunity to set performance goals and understand the role of assessment in learning. No cost will be realized to implement this action item.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Offer a variety of optional, co-curricular learning activities and create a safe, welcoming, and engaging learning environment for students and families.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Goal 3 has been updated from the previous LCAP to include Goal 4. This goal includes the three State Priorities addressing student and family Engagement. The specific actions contain metrics for measuring student and family engagement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Number of students participating in co-curricular and enrichment activities.	85% of students participate in co-curricular and enrichment activities.	100% of students participated in co-curricular and enrichment activities during the 2024–25 school year.		All students participate in co-curricular and enrichment activities.	Participation increased from 85% to 100%, exceeding the baseline and meeting the Year 3 target two years early.
3.2	Number of parents attending at least 3 parent education workshops on learning strategies, child	15% of parents have attended parent education.	50% of families attended at least one parent education session, and 28% attended		All parents attend at least 3 parent education workshops on learning strategies, child development	Increased from 15% to 50% participation in at least one event, and from 0% to 28% meeting the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	development and social emotional well-being.		three or more sessions.		and social emotional well-being.	Year 3 target—significant progress.
3.3	Number of students participating in school garden and nutrition programs.	VOC has not yet developed the garden and nutrition programs.	100% of students participated in garden and nutrition programs, including integrated science cooking classes, and garden days.		All students will participate in school garden and nutrition programs.	Up from 0%; the program was developed and implemented successfully, achieving full participation in Year 1. We will continue to deepen our programming in years 2 and 3.
3.4	Number of families participating in "Family Days."	VOC has not yet implemented "Family Days."	Family Fridays were offered weekly. 48% of families participated in at least one event.		All families participate in at least 3 "Family Day" activities each year.	Up from 0% participation (as the program had not yet been implemented) to 48% in Year 1. While below the Year 3 target of 100%, progress has been significant.

Goal Analysis [2024-25]

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

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

In 2024–25, Valley Oak Charter made strong progress in building community engagement and supporting the whole child. Enrichment offerings were expanded and fully attended by all students, including new classes in cooking, science, and expanded math support. Garden and nutrition programming was launched and integrated into regular student experiences. Family engagement also improved through consistent weekly “Family Fridays,” two parent-teacher conferences, weekly teacher office hours, and a robust schedule of education workshops, including “Coffee & Conversation” with the director, sessions on learning differences, and a safety meeting with the Ventura County Sheriff’s Department.

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.

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

The actions taken were largely effective. Student participation goals were exceeded across enrichment and wellness programs. Parent education participation grew significantly, demonstrating strong interest when topics and formats were accessible. Family Fridays, while still short of the target, saw growing success with 48% participation, especially after targeted marketing and staffing support were implemented. Conferences and office hours further contributed to strengthened school-home partnerships.

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.

Next year, we will continue expanding community partnerships to increase both enrichment and family education opportunities. We plan to hold three parent-teacher conferences annually and increase the number of teacher-led workshops. For Family Fridays, we'll focus on offerings for older students and address supervision barriers by coordinating transportation. Teachers will be asked to include Family Fridays in their newsletters, and clearer, more consistent communication will be used to boost awareness. These changes aim to build on our momentum and reach the full participation targets outlined in Year 3 goals.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Offer a variety of co-curricular and enrichment activities for all students.	Students participate in a variety of high quality enrichment programs in the arts, music and physical education.	$68,428.00	Yes
3.2	Provide parent education and workshops on learning strategies, child development and social emotional well-being.	Provide workshops to parents to create a shared understanding around learning and child development.	$2,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Develop school garden and nutrition programs.	Contract with an outdoor education consultant to develop garden and and nutrition programs.	$10,640.00	Yes
3.4	Offer "Family Days" for students and parents to attend field trips, service learning and nature based learning.	Offer families the opportunity to learn alongside their children with field trips, service learning and on site garden and science activities.	$2,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2024-25]

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

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

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.

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2024-25]

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

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

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.

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$78,831	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
6.829%	0.000%	$0.00	6.829%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.5	**Action:** Intervention Teacher **Need:** Need to access additional tutoring and academic support identified by teachers, parents and students in surveys. **Scope:**	Providing academic support addresses the needs of unduplicated students as identified by parents and teachers and because it addresses the needs of all students, will be offered schoolwide.	Student outcomes on I-Ready assessments

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
3.1	**Action:** Offer a variety of co-curricular and enrichment activities for all students. **Need:** VOC recognizes that not all students have access to quality arts and enrichment programs. **Scope:** LEA-wide	Providing quality enrichment programs ensures that all students have access to tuition free arts, music and physical education programs.	Participation rates of students in enrichment programs.
3.2	**Action:** Provide parent education and workshops on learning strategies, child development and social emotional well-being. **Need:** Local indicators identified need to increase academic performance in ELA and math. **Scope:** LEA-wide	Parents of unduplicated students have expressed the need for more parent education on standards and implementing curriculum at home.	Attendance at workshops, parent surveys on effectiveness of workshops and student performance data.
3.3	**Action:** Develop school garden and nutrition programs. **Need:** Parents have asked for nutrition and food preparation classes, as well as school provided meals for students.	VOC provides snacks and meals to children on a regular basis and the need for meals has increased this year. VOC aims to provide nutritious meals to all students as a schoolwide program.	Number of students accessing the school provided meals and the food and nutrition program.

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
	Scope: LEA-wide		
3.4	**Action:** Offer "Family Days" for students and parents to attend field trips, service learning and nature based learning. **Need:** Student and Family Surveys have identified the need for more time on the school site and more opportunities for families to participate with their children in on site programs. **Scope:** LEA-wide	Providing an extra day of learning will address the need identified to provide more time at the school site.	Participation rates and satisfaction surveys.

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

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.

N/A

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.

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1.48:105	
Staff-to-student ratio of certificated staff providing direct services to students	7.25:105	

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$1,154,287	$78,831	6.829%	0.000%	6.829%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$850,839.00	$2,060.00	$0.00	$0.00	$852,899.00	$697,156.00	$155,743.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Recruit and retain qualified credentialed teachers, teaching assistants and administrative support staff.	All	No			All Schools		$601,729.00	$0.00	$601,729.00				$601,729.00	
1	1.2	Provide a clean, safe and well-maintained campus that facilitates learning.	All	No			All Schools		$0.00	$102,485.00	$102,485.00				$102,485.00	
1	1.3	Ensure access to a broad selection of high-quality, standards-based courses and instructional materials.	All Students with Disabilities	No			All Schools		$0.00	$10,000.00	$10,000.00				$10,000.00	
1	1.4	Identify and promote best practices in personalized learning, offer educator professional development and parent education.	All	No			All Schools		$0.00	$10,000.00	$10,000.00				$10,000.00	
1	1.5	Intervention Teacher	Low Income	Yes	LEA-wide	Low Income	All Schools		$41,934.00	$0.00	$41,934.00				$41,934.00	
2	2.1	Establish an infrastructure and culture of continuous school improvement through ongoing analysis of student progress and school programs.	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
2	2.2	Provide online benchmark assessments with integrated curriculums that support all students to meet	All	No			All Schools		$0.00	$3,683.00	$3,683.00				$3,683.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		personal performance goals.														
2	**2.3**	Develop a Multi-Tiered System of Support to ensure all students receive timely academic and social-emotional interventions.	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
2	**2.4**	Ensure all students meet the performance goals as measured by the California Dashboard data for the California Assessment of Student Performance and Progress (CAASPP)	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
3	**3.1**	Offer a variety of co-curricular and enrichment activities for all students.	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-2025	$53,493.00	$14,935.00	$66,368.00	$2,060.00			$68,428.00	
3	**3.2**	Provide parent education and workshops on learning strategies, child development and social emotional well-being.	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-2025	$0.00	$2,000.00	$2,000.00				$2,000.00	
3	**3.3**	Develop school garden and nutrition programs.	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-2025	$0.00	$10,640.00	$10,640.00				$10,640.00	
3	**3.4**	Offer "Family Days" for students and parents to attend field trips, service learning and nature based learning.	Low Income	Yes	LEA-wide	Low Income	All Schools	2024-2025	$0.00	$2,000.00	$2,000.00				$2,000.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$1,154,287	$78,831	6.829%	0.000%	6.829%	$122,942.00	0.000%	10.651 %	**Total:**	$122,942.00
								LEA-wide Total:	$122,942.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.5**	Intervention Teacher	Yes	LEA-wide	Low Income	All Schools	$41,934.00	
3	**3.1**	Offer a variety of co-curricular and enrichment activities for all students.	Yes	LEA-wide	Low Income	All Schools	$66,368.00	
3	**3.2**	Provide parent education and workshops on learning strategies, child development and social emotional well-being.	Yes	LEA-wide	Low Income	All Schools	$2,000.00	
3	**3.3**	Develop school garden and nutrition programs.	Yes	LEA-wide	Low Income	All Schools	$10,640.00	
3	**3.4**	Offer "Family Days" for students and parents to attend field trips, service learning and nature based learning.	Yes	LEA-wide	Low Income	All Schools	$2,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$599,907.00	$684,748.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Recruit and retain qualified credentialed teachers, teaching assistants and administrative support staff.	No	$400,354.00	$379,333
1	**1.2**	Provide a clean, safe and well-maintained campus that facilitates learning.	No	$99,635.00	$172,031
1	**1.3**	Ensure access to a broad selection of high-quality, standards-based courses and instructional materials.	No	$10,000.00	$10,000
1	**1.4**	Identify and promote best practices in personalized learning, offer educator professional development and parent education.	No	$13,000.00	$3,224
1	**1.5**	Intervention Teacher	Yes	$33,240.00	$43,118
2	**2.1**	Establish an infrastructure and culture of continuous school improvement through ongoing analysis of student progress and school programs.	No	$0.00	$0
2	**2.2**	Provide online benchmark assessments with integrated curriculums that support all students to meet personal performance goals.	No	$2,740.00	$3,683

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**	Develop a Multi-Tiered System of Support to ensure all students receive timely academic and social-emotional interventions.	No	$0.00	$0
2	**2.4**	Ensure all students meet the performance goals as measured by the California Dashboard data for the California Assessment of Student Performance and Progress (CAASPP)	No	$0.00	$0
3	**3.1**	Offer a variety of co-curricular and enrichment activities for all students.	Yes	$26,298.00	$73,359
3	**3.2**	Provide parent education and workshops on learning strategies, child development and social emotional well-being.	Yes	$2,000.00	$0
3	**3.3**	Develop school garden and nutrition programs.	Yes	$10,640.00	$0
3	**3.4**	Offer "Family Days" for students and parents to attend field trips, service learning and nature based learning.	Yes	$2,000.00	$0

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$52,417	$74,178.00	$116,477.00	($42,299.00)	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	1.5	Intervention Teacher	Yes	$33,240.00	$43,118		
3	3.1	Offer a variety of co-curricular and enrichment activities for all students.	Yes	$26,298.00	$73,359		
3	3.2	Provide parent education and workshops on learning strategies, child development and social emotional well-being.	Yes	$2,000.00	$0		
3	3.3	Develop school garden and nutrition programs.	Yes	$10,640.00	$0		
3	3.4	Offer "Family Days" for students and parents to attend field trips, service learning and nature based learning.	Yes	$2,000.00	$0		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$793,182	$52,417	0%	6.608%	$116,477.00	0.000%	14.685%	$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 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024

2025-26 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
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Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2025-2026	2.95	2.95	0	0	0	0	0	

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)
In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Valley Oak Charter (VOC) uses a combination of locally selected tools and professional reflection to assess and guide the implementation of California State Standards. As a personalized learning public charter school, VOC supports a hybrid instructional model where credentialed teachers work closely with families to ensure alignment with state standards across all subject areas. The following locally selected tools and processes are used to monitor progress:

Standards-Aligned Curriculum Review: Teachers and administrators evaluate adopted and supplemental curriculum for alignment with Common Core, NGSS, and other content standards.

Teacher Instructional Logs and Reflections: Monthly documentation of instructional focus, curriculum use, and standards addressed supports ongoing review of implementation across all subject areas.

Student Work Samples: Used to verify that instruction aligns with state standards and to assess student progress in core content areas.

Professional Learning Communities (PLCs): Teachers meet regularly to reflect on standards implementation, review student data, and share strategies for instruction across disciplines.

Annual Parent Surveys and Learning Log Reviews: Provide feedback on curriculum implementation at home and inform instructional adjustments.

Progress Summary by Content Area:

ELA and ELD: VOC has fully implemented the Common Core State Standards in ELA. Teachers use a blend of adopted curriculum and literature-based units, supported by i-Ready and local reading assessments. ELD standards are integrated into instruction for English learners, with designated support time provided.

Mathematics: VOC implements the Common Core State Standards for Mathematics through structured curriculum (e.g., Math-U-See) and supplemental tasks that promote conceptual understanding and problem-solving. Professional development in Building Thinking Classrooms has strengthened the instructional focus on math reasoning and collaboration.

Next Generation Science Standards (NGSS): NGSS is being actively implemented through hands-on, phenomenon-based learning experiences. Teachers design integrated science units using adopted materials and locally created lab-based lessons aligned to the three dimensions of NGSS.

History-Social Science: Teachers use grade-level aligned curriculum and project-based learning to address content standards. Instruction emphasizes inquiry, primary sources, and connections to current events.

Career Technical Education (CTE): VOC is expanding CTE-aligned enrichment pathways and exploring partnerships to provide students with access to certification and applied learning experiences.

Health and Physical Education: Standards are implemented through school-wide wellness initiatives, physical activity programs, and family-based instruction. Teachers guide families in selecting curriculum that supports the Health and PE standards.

Visual and Performing Arts: Instruction is provided through weekly enrichment classes and electives that align with the state standards in music, visual arts, and theater.

World Language: While not required for all students, VOC supports families selecting world language curriculum and is exploring the integration of Spanish as an elective offering for middle and high school.

Overall, Valley Oak Charter has made consistent progress toward full implementation of all state academic standards, with particular emphasis on aligning curriculum, improving instructional practices, and supporting personalized learning in a hybrid school model.

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

   Rating Scale (lowest to highest):
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science				4	

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science				4	

3. **Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5	N/A
Career Technical Education				4		
Health Education Content Standards				4		
Physical Education Model Content Standards				4		
Visual and Performing Arts				4		
World Language				4		

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				4	
Identifying the professional learning needs of individual teachers					5
Providing support for teachers on the standards they have not yet mastered				4	

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Valley Oak Charter has made steady progress in implementing state academic standards across all content areas. As a small hybrid independent study program, we offer a mix of on-site and home-based instruction. We've focused on providing standards-aligned curriculum in ELA and Math, and expanded professional development in Building Thinking Classrooms and NGSS-aligned instruction.

Our teacher collaboration model and use of Learning Logs support reflective practice and identification of student needs. While professional learning and materials for ELA and Math are strong, we are continuing to build capacity and resources for NGSS, ELD, and CTE pathways. Enrichment programs in the arts, wellness, and science are expanding to address broader state standards.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

   1 – Exploration and Research
   2 – Beginning Development
   3 – Initial Implementation
   4 – Full Implementation
   5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	4
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	4

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Valley Oak Charter's greatest strength in building relationships between school staff and families lies in its deeply rooted culture of connection and trust. Educational partner input, including parent surveys and ongoing feedback through meetings and conferences, consistently highlights the welcoming and respectful environment created by our staff. Families feel seen, valued, and supported—an essential foundation for student success in a hybrid independent study model.

Our most recent family survey results underscore this strength: 100% of parents responded positively to the statement "VOC is a welcoming learning community," with 59% strongly agreeing and 41% agreeing. This reflects our intentional efforts to build community and create space for every family voice to be heard.

Progress has been made in expanding opportunities for two-way communication, including increased frequency of parent-teacher check-ins, more accessible learning log meetings, and targeted outreach to families who may need additional support. Staff also receive guidance on building partnerships with families that honor their unique strengths, cultures, and educational goals.

Valley Oak Charter remains committed to strengthening family-school relationships through transparency, open dialogue, and shared responsibility for each student's growth and well-being.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Valley Oak Charter remains committed to strengthening relationships between school staff and families through continuous reflection, partnership, and growth. Educational partner input and survey data affirm that families feel welcome and respected at VOC. However, our most recent data also highlight opportunities to deepen the sense of connectedness between families, students, and teachers.

While 65% of parents reported feeling "a lot" of connectedness between their child and teacher, 24% responded "some" and 12% "not much." When asked about their own connection with their child's teacher, only 47% of parents selected "a lot," with 35% responding "some" and 18% "not much." This gap underscores the need for more consistent, meaningful engagement between families and educators.

In response, VOC will focus on improving two-way communication and increasing opportunities for relationship-building. Beginning in 2025–2026, VOC will launch monthly parent education workshops led by teachers, with topics informed by family feedback. These workshops will include time for discussion and shared problem-solving, helping to build mutual understanding and collaboration. In addition, ParentSquare will be used more intentionally as a two-way communication tool to encourage timely, personalized exchanges between families and teachers.

By investing in more intentional outreach, shared learning experiences, and responsive communication, Valley Oak Charter aims to ensure every family feels truly connected to and supported by their child's educational team.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

Valley Oak Charter continues to prioritize equitable family engagement, with a focus on increasing the participation of underrepresented families in school activities, decision-making, and communication. Our active Parent Advisory Council (PAC) meets monthly to plan and support events, field trips, and community-building activities. However, our most recent survey data indicate that while 47% of parents report participating in the PAC, 67% of non-participating families cite time constraints as the primary barrier to involvement.

To address this and better engage underrepresented families, VOC will took the following steps in 2024–2025, with implementation extending into 2025–2026:

Increase communication access and visibility by providing more frequent, multilingual updates about PAC activities and volunteer opportunities through ParentSquare. This directly responds to parent requests for more regular updates and will make it easier for families with limited time to stay informed and engaged.

Offer flexible participation options in PAC events and meetings including asynchronous feedback opportunities such as online polls and short surveys. This will help remove time and scheduling barriers for working families.

Enhance staff training on using ParentSquare's tools—such as polls, photos, and volunteer sign-ups—to encourage inclusive classroom communication and parent involvement. We will provide targeted professional development to ensure teachers can use the platform to its full potential.

Leverage the weekly “Monday Message” from the VOC Director, which 83% of surveyed parents rated as “Very much” effective in communicating a shared vision. Future messages will highlight opportunities for underrepresented families to give input, participate in surveys, and join in community events.

By expanding access points, honoring family time constraints, and equipping staff with better communication tools, Valley Oak Charter will foster deeper engagement from all families—especially those who may have historically felt less connected to school decision-making.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA’s progress in providing professional learning and support to teachers and principals to improve a school’s capacity to partner with families.	4
6. Rate the LEA’s progress in providing families with information and resources to support student learning and development in the home.	4
7. Rate the LEA’s progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	4
8. Rate the LEA’s progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	4

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA’s current strengths and progress in Building Partnerships for Student Outcomes.

Valley Oak Charter demonstrates strong progress in building meaningful partnerships with families to support student success. Through regularly scheduled meetings between teachers, students, and families, VOC ensures that all educational partners are involved in reviewing student progress and developing collaborative strategies to improve outcomes. These meetings provide a structured yet personalized space for families to engage in goal setting, intervention planning, and academic support.

VOC continues to prioritize equipping families with the tools and knowledge necessary to support learning at home. Teachers have begun sharing and explaining i-Ready assessment data with families to foster a deeper understanding of student growth and academic needs. This year marked a positive shift toward building a data-literate culture, helping families use assessment information to better support their child's development.

Our adoption of ParentSquare has been highly successful, with 100% of families actively using the platform during its first year. This tool enhances two-way communication between families and staff and has become a cornerstone of our home-school partnership. Teachers use it to share updates, celebrate student success, and invite parent participation, while parents are using it to communicate needs, offer input, and stay connected.

Educational partner feedback also highlights the value of learning opportunities for families. This year, parents participated in workshops on i-Ready data, developmental stages of learning, and LCAP planning. Notably, 94% of parents expressed interest in receiving support or participating in a parent community to discuss grade-level expectations—a strong indicator that families are eager to be active partners in their child's academic journey.

These strengths demonstrate VOC's deep commitment to fostering collaborative, student-centered partnerships grounded in transparency, shared responsibility, and mutual support.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

Valley Oak Charter is committed to strengthening its partnerships with families by focusing on staff capacity-building and inclusive engagement practices. Analysis of educational partner feedback and local data indicates a continued need to support educators in developing the skills necessary to cultivate meaningful, two-way partnerships with families that directly support student learning and achievement.

To address this, VOC will implement a more robust and ongoing professional development program focused on enhancing staff confidence and effectiveness in family engagement. This program will include training in culturally responsive practices, clear and compassionate communication, and strategies for engaging families from diverse backgrounds, particularly those who may face barriers to participation.

In 2025–2026, VOC will expand opportunities for teacher coaching and collaborative reflection, offering space for educators to receive feedback and refine their family engagement practices. These supports are designed to move beyond compliance and toward genuine partnership.

Additionally, VOC plans to increase the number and scope of parent-teacher workshops, creating regular opportunities for families to engage in learning about curriculum, standards, instructional strategies, and assessment tools. These workshops will also serve as a space for families to share insights and experiences with educators—strengthening the two-way nature of engagement and reinforcing shared responsibility for student outcomes.

By investing in the professional growth of educators and the empowerment of families, Valley Oak Charter seeks to build a school community where every family is a valued partner in the educational process, leading to deeper trust, stronger relationships, and improved academic success for all students.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

Valley Oak Charter is committed to improving engagement with underrepresented families as a critical component of building equitable partnerships that support student success. Analysis from our self-reflection process and educational partner feedback has identified the need for more targeted outreach and sustained support for families who may face cultural, linguistic, economic, or logistical barriers to participation.

To address this, VOC will implement culturally responsive outreach strategies designed to meet families where they are. This includes hosting community-building events in more accessible formats, offering interpretation and translation services when needed, and designing family workshops that reflect the diverse needs and interests of our school community.

VOC will also partner with parents and staff to create family support networks, including peer-to-peer connections, mentorship, and resource sharing. These networks aim to reduce isolation and increase confidence among families who may be new to the educational system or uncertain about how to advocate for their children.

Additionally, VOC will integrate family voice into school planning and decision-making, ensuring that underrepresented perspectives are centered in conversations about curriculum, assessment, and student support. This includes offering low-barrier opportunities for input—such as brief surveys, bilingual listening sessions, and informal feedback at events.

By prioritizing authentic engagement, eliminating access barriers, and co-creating support systems with families, Valley Oak Charter aims to foster a more inclusive learning environment—where all families are empowered partners in driving student growth and achievement.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	5
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	5
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	5
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	5

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

Valley Oak Charter has demonstrated consistent progress in building a school culture that values and actively seeks family input in decision-making processes. A key strength lies in VOC's intentional efforts to engage families in both formal and informal roles that influence school policies, programs, and student outcomes.

The Parent Advisory Council (PAC) meets monthly and serves as a meaningful platform for collaboration, where families gain the knowledge and confidence to participate in school governance, provide feedback on the LCAP, and help shape the learning environment. Additionally, one parent currently serves on the Board of Directors, and all families are invited to participate in board committees, volunteer roles, and classroom-based decision-making.

VOC has also invested in building staff capacity to support these efforts. Through targeted professional development focused on family engagement and inclusive practices, teachers and staff have been empowered to initiate and sustain respectful, two-way dialogue with families, especially those from historically underrepresented groups.

To ensure equitable access to decision-making opportunities, VOC uses multiple strategies to gather input across its diverse community. This includes family surveys, and regularly scheduled “Morning Conversations with the Director,” which provide informal yet impactful opportunities for families to share concerns, ideas, and aspirations.

By embedding family voice into advisory groups, board representation, and school-wide feedback systems, Valley Oak Charter continues to foster a culture of shared leadership and authentic collaboration—ensuring that decisions reflect the needs and values of the entire school community.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA’s focus area(s) for improvement in Seeking Input for Decision-Making.

Valley Oak Charter is committed to deepening family engagement by expanding access to meaningful opportunities for collaboration and shared decision-making. While many families actively participate through the Parent Advisory Council (PAC), board committees, and school events, educational partner input reveals a need to strengthen communication pathways—especially for families who are unable to attend meetings in person.

Parents have expressed appreciation for surveys as a way to share their voices and experiences, particularly when time or scheduling conflicts prevent in-person participation. Additionally, families have requested more consistent communication before and after PAC meetings, including summaries of discussions, upcoming agenda items, and clear opportunities to contribute ideas.

In response, VOC will improve its communication systems by:

Sending timely PAC agendas and follow-up summaries through ParentSquare.

Providing short polls and surveys connected to meeting topics to ensure broader input.

Offering multiple engagement formats (e.g., virtual drop-ins, asynchronous feedback, and bilingual resources) to include families with diverse needs and preferences.

Looking ahead, VOC will continue to foster a culture of inclusivity and shared leadership, ensuring that underrepresented voices are actively invited into conversations that shape programs, policies, and student support systems. These efforts will promote a stronger sense of belonging, shared ownership, and trust—key components of a thriving school community.

By improving access to input opportunities and honoring a variety of communication styles, VOC aims to build stronger partnerships with families and make decisions that reflect the values and needs of our diverse school community.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

Valley Oak Charter is committed to increasing the engagement of underrepresented families in school decision-making processes. Analysis from our self-reflection and family input highlights that while many families feel welcomed and heard, those from underrepresented backgrounds—including multilingual, low-income, and working families—face greater barriers to active participation in advisory groups and feedback opportunities.

To improve engagement, VOC will implement targeted outreach strategies and reduce barriers to participation by:

Providing translated materials and interpretation services at meetings and in surveys, ensuring that language is not a barrier to contributing ideas or accessing information.

Offering multiple formats for input, such as short, mobile-friendly surveys, informal listening circles, and virtual feedback sessions, to accommodate family schedules and preferences.

Increasing visibility and follow-up communication about how parent input is used in school decisions—building trust and demonstrating that family voice has real impact.

VOC will also work to build deeper relationships with underrepresented families by partnering with trusted staff, community liaisons, and fellow parents to personally invite and encourage participation in PAC, LCAP input sessions, and informal gatherings with school leadership.

By creating more inclusive, flexible, and responsive opportunities for underrepresented families to contribute to decision-making, Valley Oak Charter seeks to elevate all voices, strengthen equity, and ensure that school policies reflect the full diversity of its community.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction
LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and

- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

Valley Oak Charter administered local climate surveys to students and families three times throughout the year to monitor school conditions, connectedness, and overall well-being. All surveys were anonymous and voluntary. Given our small enrollment of 50 students, disaggregating results by student group would compromise confidentiality and yield statistically insignificant subgroup data. Instead, we analyzed overall trends and looked closely for both areas of strength and opportunities for improvement.

Student responses reflect a generally positive school climate, with some key areas to monitor. When asked, “Have you felt bullied, teased, or isolated by other students at VOC?” 80% of students responded “never,” while 20% selected “sometimes.” While the majority feel safe and supported, this finding suggests a need to further strengthen our culture of inclusivity and ensure all students consistently feel safe and accepted.

In terms of school connectedness:

60% of students responded “yes” and 50% responded “yes, very” to the question, “Does the VOC campus feel welcoming?” indicating that 90% of students view the school environment positively.

90% of students reported feeling safe on campus.

Notably, 95% of students agreed with the statement, “I feel the staff and other adults at VOC treat me with respect, concern, and friendliness.”

These results affirm the strength of student-staff relationships and highlight the caring and supportive culture VOC has cultivated. Moving forward, efforts will focus on increasing peer-to-peer connection and strengthening student-led initiatives to further enhance school climate and eliminate experiences of social exclusion.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Valley Oak Charter recognizes that students learn best in environments that prioritize emotional safety, strong relationships, and a deep sense of belonging. As a small school with approximately 50 students, VOC is uniquely positioned to foster meaningful connections among students, staff, and families. Frequent, individualized interactions between teachers and families support an environment where students are known, seen, and supported.

Our climate survey data confirmed several key strengths, including:

A high level of respect and trust between students and staff, with 100% of students reporting that they feel treated with respect, concern, and friendliness by adults on campus.

A strong sense of safety, with 95% of students saying they feel safe at school.

A welcoming environment, with 90% of students reporting that the campus feels welcoming.

These strengths reflect the success of our small group instruction model, enrichment opportunities, and family engagement through our active Parent Advisory Council, which organizes community-building events like dances and school-wide celebrations. These activities help strengthen student connectedness and contribute to a positive campus climate.

However, the data also revealed a key area for growth. While 80% of students reported never feeling bullied or isolated, 20% responded “sometimes” to this prompt. This finding highlights the need for ongoing attention to peer relationships and inclusive social dynamics. As a result, VOC will focus on expanding student-led initiatives and restorative practices that promote empathy, kindness, and peer support across all grade levels.

Additionally, while data cannot be meaningfully disaggregated due to small group sizes, we remain committed to ensuring that the voices and needs of all students—particularly those from underrepresented or marginalized backgrounds—are heard and addressed through personal outreach, inclusive activities, and staff reflection.

Through these key learnings, VOC will continue to cultivate a safe, connected, and joyful learning environment that supports the whole child.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Based on the analysis of local climate survey data and the key learnings identified, Valley Oak Charter will implement targeted changes to strengthen student relationships and foster a more inclusive and emotionally supportive school environment.

To address the identified need for improved peer interactions and ensure that all students feel safe and socially connected, VOC will incorporate explicit instruction in social-emotional learning (SEL) into classroom practices and advisory periods. A key component will be the integration of conflict resolution strategies, including non-violent communication (NVC) and active listening techniques, which will be taught directly to students in developmentally appropriate ways.

In alignment with this student-centered approach, VOC will also expand supports for families and staff:

Parent education workshops will be offered to help families reinforce SEL practices at home and deepen their understanding of peer conflict, communication, and emotional regulation.

Professional development for teachers and staff will focus on trauma-informed practices, inclusive community-building strategies, and tools for modeling and reinforcing positive social behavior.

In addition to programmatic shifts, VOC will refine internal communication procedures to strengthen schoolwide consistency in addressing social conflicts, ensuring that student concerns are heard, addressed, and followed up on in a timely and supportive manner.

These changes reflect VOC's commitment to continuous improvement and to cultivating a school climate where all students feel respected, safe, and connected. By integrating SEL into daily practice and engaging all educational partners in this work, VOC aims to create a stronger foundation for both academic and social success.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

Valley Oak Charter utilizes multiple locally selected tools to ensure all students—including unduplicated student groups and individuals with exceptional needs—have access to and are enrolled in a broad course of study across all grade spans. For students in grades K–8, access is tracked through instructional planning documents, curriculum orders, and work samples that reflect engagement in all required subject areas, including ELA, math, science, social studies, visual/performing arts, and physical education. For grades 6–12, Edgenuity Courseware is used to offer a broad range of online courses in core subjects and electives, including world languages, career exploration, and health.

i-Ready provides ongoing data on student access to and progress in math and reading and helps identify gaps in instructional access across groups. VOC also maintains a curriculum lending library and enrichment program sign-ups to monitor participation in hands-on learning opportunities, including arts, music, and science.

Weekly teacher meetings, Learning Log reviews, and internal tracking systems are used to verify that all students, including those with IEPs and those who are socioeconomically disadvantaged, are enrolled in a well-rounded program aligned to California content standards.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

Valley Oak Charter has made steady progress in ensuring that all students—including unduplicated student groups and individuals with exceptional needs—have equitable access to and are enrolled in a broad course of study. Using locally selected tools such as i-Ready for K–8 and Edgenuity Courseware for grades 6–12, VOC is able to monitor student access to instruction in core subjects as well as electives, including world languages, health, and career exploration. These platforms allow for personalized pacing and academic support, ensuring that students can engage with content aligned to their grade level and learning needs.

The lending library continues to provide essential access to educational materials, particularly for families who opt for home-based instruction. Additionally, participation in enrichment programs—including art, music, environmental science, and physical education—is monitored to ensure broad course access beyond core academics.

No significant differences in access or enrollment have been identified across student groups or instructional settings. Progress over time has been marked by increased participation in supplemental and elective offerings, especially among socioeconomically disadvantaged students. VOC will continue to use surveys, learning logs, and instructional records to track and close any emerging gaps, maintaining a comprehensive and inclusive approach to education for all students.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

Valley Oak Charter is committed to providing all students with access to a broad course of study, including A-G aligned courses for high school students through our online platform, Edgenuity. All students have access to Chromebooks and may borrow devices for home use, ensuring that technology is not a barrier to participation.

However, the most significant barrier VOC faces is our small school size and limited teaching staff, which impacts our ability to offer a wide range of in-person, advanced, or highly specialized courses—particularly at the high school level. This limitation affects our capacity to support students in areas such as AP coursework, lab-based science, and hands-on career technical education (CTE) pathways.

To address this, VOC partners with local community colleges to offer dual enrollment opportunities for high school students, expanding access to advanced academic and elective courses. While this partnership has helped bridge the gap, transportation, scheduling conflicts, and awareness of available options can still present challenges for some families.

VOC continues to explore additional partnerships and creative scheduling solutions to broaden course offerings and ensure all students, including those from unduplicated student groups and those with exceptional needs, have equitable access to a rich and diverse educational experience.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

In response to the results of our locally selected measures, Valley Oak Charter is taking targeted steps to ensure all students—regardless of background or learning needs—have access to a broad and enriching course of study. To address limitations in advanced and specialized offerings due to small school size, VOC will continue to expand dual enrollment opportunities with local community colleges, providing students with access to college-level coursework in core subjects, electives, and CTE pathways.

Additionally, VOC is enhancing its Edgenuity course offerings by supporting students with more structured guidance and progress monitoring from staff to ensure successful completion of A-G aligned high school courses. Teachers and support staff will receive training to better assist students in navigating digital platforms, particularly those from underserved or exceptional student populations.

To strengthen enrichment access across all grade spans, VOC will partner with local artists, scientists, and professionals to offer on-site enrichment classes in the arts, sciences, and environmental education. We will also continue expanding our curriculum lending library, ensuring all students—including homeschool learners—can access high-quality materials in every subject.

By implementing these strategies, VOC aims to remove barriers and ensure every student engages in a well-rounded, standards-aligned course of study.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for					

Coordinating Instruction	1	2	3	4	5
LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					

Coordinating Services	1	2	3	4	5
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					