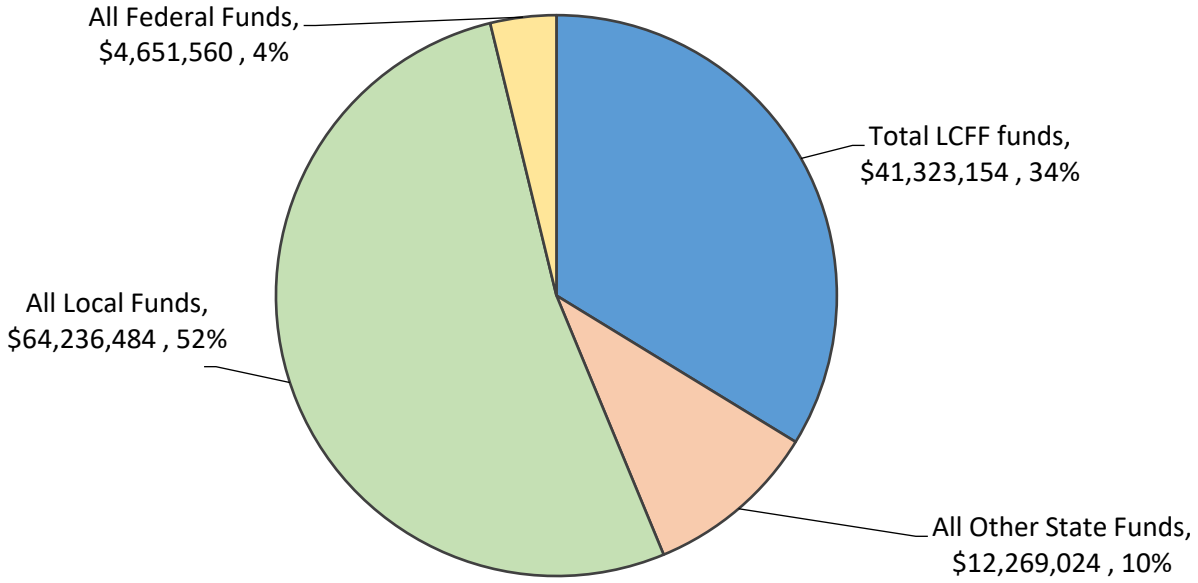
COE LCFF Budget Overview for Parents Template

County Office of Education (COE) Name: Ventura County Office of Education
CDS Code: 56105610000000
School Year: 2025-26
COE contact information:
Christina Mahone
Director, County Program Support and Accountability
cmahone@vcoe.org
805.383.1939

County Offices of Education (COEs) receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF provides funding for 1) COE oversight activities of its school districts and 2) COE instructional programs in the form of base level of funding for all students 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

Projected Revenue by Fund Source

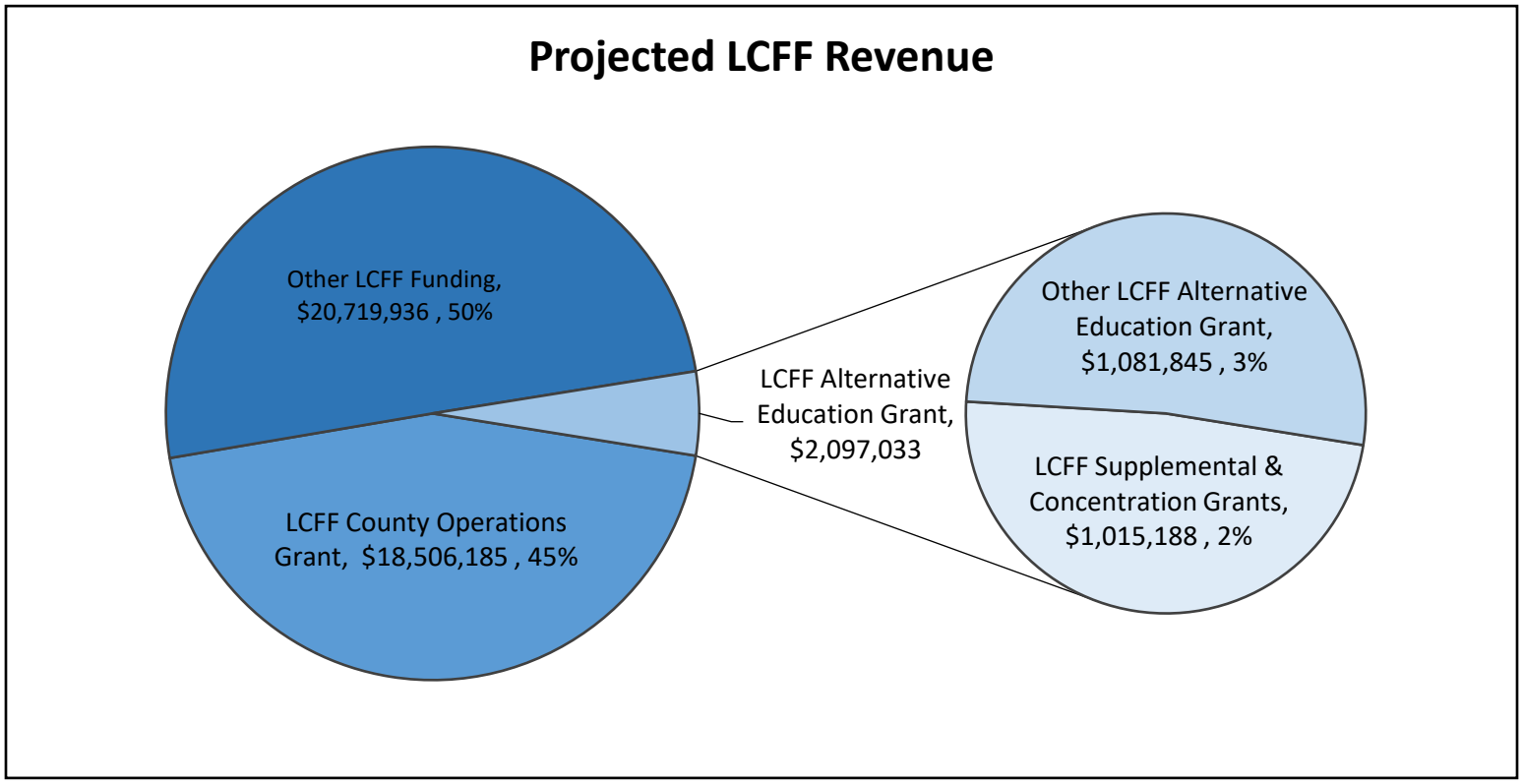


This chart shows the total general purpose revenue Ventura County Office of Education expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Ventura County Office of Education is $122,480,222, of which $41,323,154 is Local Control Funding Formula (LCFF), $12,269,024 is other state funds, $64,236,484 is local funds, and $4,651,560 is federal funds.

Of the $12,269,024 attributed to All Other State Funds, $379,650 are attributed to the Student Support and Enrichment Block Grant.

COE LCFF Budget Overview for Parents

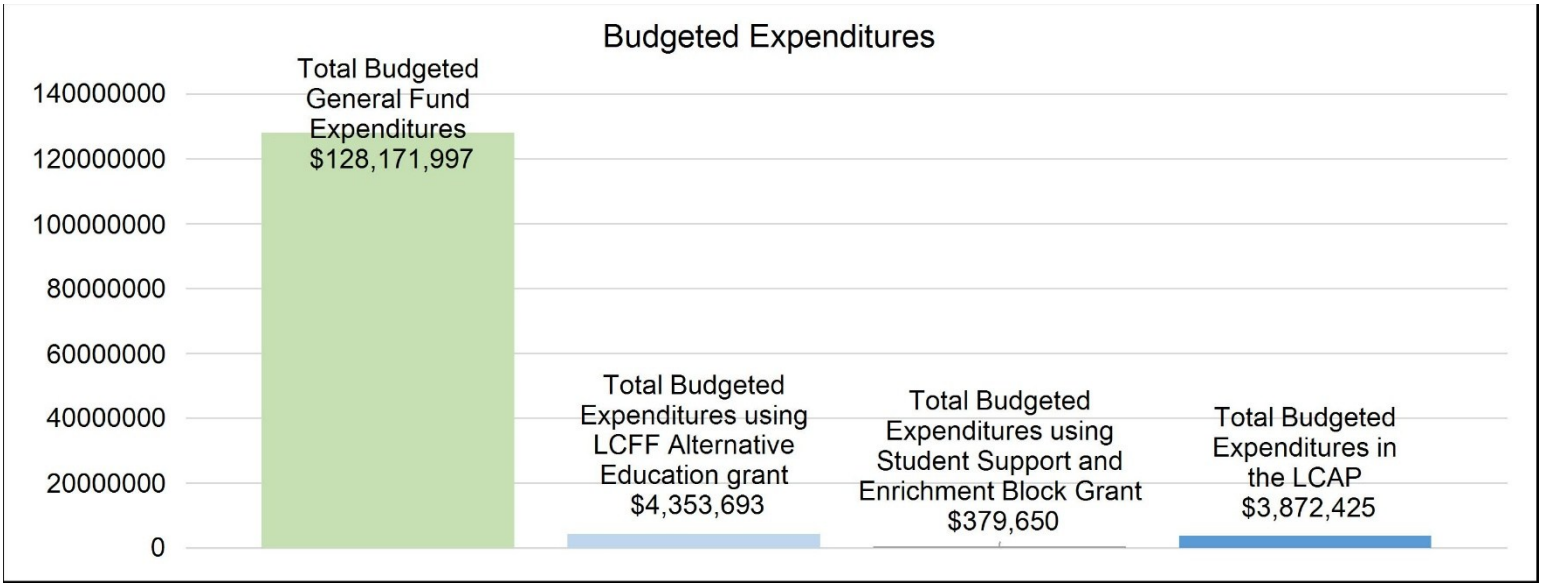


This chart shows the LCFF revenue Ventura County Office of Education expects to receive in the coming year.

The text description for the above chart is as follows: The total LCFF revenue projected for Ventura County Office of Education is $41,323,154, of which $18,506,185 is attributed to the LCFF County Operations Grant, $2,097,033 is the attributed to the LCFF Alternative Education Grant, and $20,719,936 is other LCFF funds. Of the $2,097,033 attributed to the LCFF Alternative Education Grant, $1,015,188 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The Ventura County Office of Education receives state aid and additional grants that contribute to the total VCOE LCFF funds. These funds are used to support the internal business operations of VCOE and the external work needed to support LEAs within Ventura County.

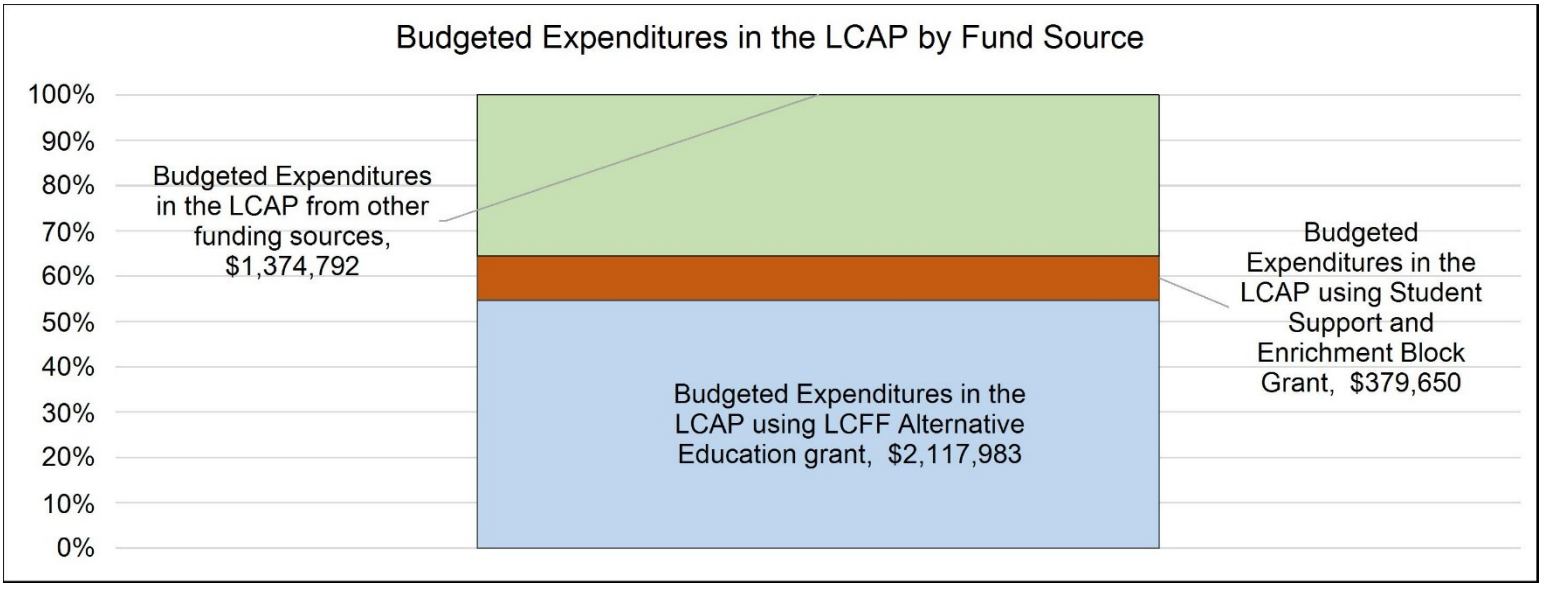
The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Ventura County Office of Education plans to spend for 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: Ventura County Office of Education plans to spend $128,171,997 for the 2025-26 school year. Of that amount, $4,353,693 is attributed to the Alternative Education Grant and $ 379,650 is attributed to the Student Support and Enrichment Block Grant. $124,299,572 of the General Fund Budgted Expenditures are not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The general fund budgeted expenditures for the school year not included in the LCAP are used for the internal business operations of Ventura County Office of Education and the external work needed to support the districts within it's county.



This chart provides a quick summary of how much Ventura County Office of Education plans to spend for 2025-26 for planned actions and services in the LCAP.

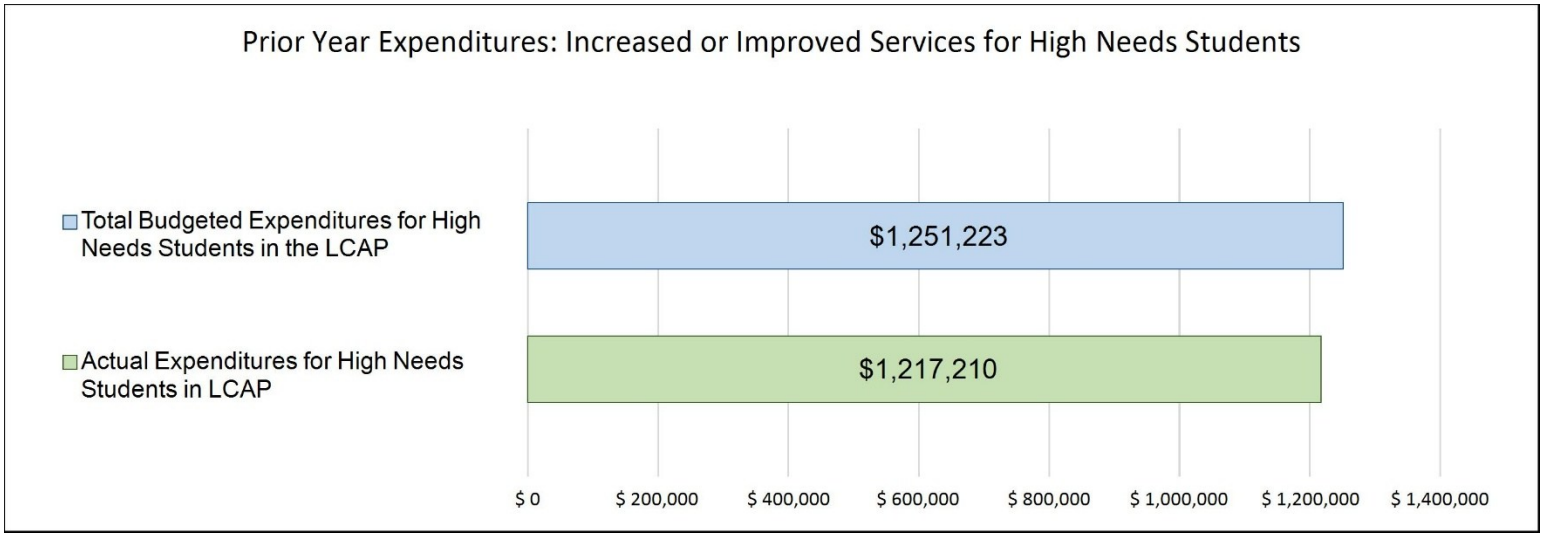
The text description of the above chart is as follows: Ventura County Office of Education plans to spend $3,872,425 on actions/services in the LCAP. Of those funds, $ 2,117,983 is attributed to the Alternative Education Grant, $ 379,650 is attributed to the Student Support and Enrichment Block Grant, and $1,374,792 from other funding sources.

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

In 2025-26, Ventura County Office of Education is projecting it will receive $1,015,188 based on the enrollment of foster youth, English learner, and low-income students. Ventura County Office of Education must describe how it intends to increase or improve services for high needs students in the LCAP. Ventura County Office of Education plans to spend $1,266,072 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 Ventura County Office of Education budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Ventura County Office of Education estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Ventura County Office of Education's LCAP budgeted $1,251,223 for planned actions to increase or improve services for high needs students. Ventura County Office of Education actually spent $1,217,210 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $34,013 had the following impact on Ventura County Office of Education’s ability to increase or improve services for high needs students:

The difference between budgeted and actual expenditures did not affect the actions or services provided to high-needs students. Student needs were prioritized, and VCOE still met the required percentage for increased or improved services. This variance resulted from a reallocation of funding sources for personnel, along with a minor change in staffing needs due to enrollment shifts.

Local Control and Accountability Plan

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

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

Plan Summary [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.

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

Gateway Community School serves students in grades 6-12 who have been expelled from school districts throughout Ventura County. The average length of attendance is one school year. According to the 2024 CA Dashboard, Gateway's total enrollment was 82 students. However, since Gateway continuously enrolls students throughout the year, enrollment fluctuates between about 60 and 100 students at any given time. During the 2024-2025 school year, Gateway enrolled approximately 133 new students. The 2024 Dashboard also shows that Gateway's student population is about 92% Hispanic/Latino, 6% White, and 2% African American. Additionally, about 29% of the students are classified as students with disabilities, 89% are socioeconomically disadvantaged, 11% are experiencing homelessness, and 24% are English Learners.

Students enrolled at Gateway often deal with challenges such as family trauma, behavioral issues, substance abuse, mental health issues, gang involvement, credit deficiency, chronic truancy, and significant gaps in their education. While enrolled at Gateway, students have access to the core curriculum, A-G courses, specialized academic instruction, career technical courses (CTE) courses, and English Language Development. In addition, Gateway provides academic, social-emotional, and behavioral support services to promote positive

personal and academic outcomes for students. The Gateway team works in collaboration with a variety of county agencies to meet the needs of each student. The primary goal at Gateway Community School is to meet each student where they are, provide comprehensive support to help them achieve academically, become eligible to return to their local district, or graduate and earn a high school diploma from the Ventura County Office of Education. VCOE was awarded the California Community School Partnership Program Implementation Grant in Spring 2025. This grant will help support the work being done at Gateway in the areas of: integrated support services, family and community engagement, collaborative leadership/practices, and extended learning opportunities.

Providence Court School provides educational services to minors in grades 6-12 incarcerated in the Ventura County Juvenile Justice Facility. The 2024 Dashboard shows an enrollment of 52 students, but like Gateway, enrollment fluctuates throughout the year, reaching up to approximately 55 students at any given time and 173 enrollments throughout the 2024-25 school year. Per the 2024 Dashboard, Providence's student population is about 92% Hispanic/Latino, 6% White, and 2% Asian. Additionally, 40% of the students are classified as students with disabilities, 25% are English Learners and 100% are socioeconomically disadvantaged.

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

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

Both Gateway and Providence are eligible for Equity Multiplier Funding due to the non-stability rate (Gateway- 86% and Providence -97%) and percentage of the socio-economically disadvantaged student group (Gateway - 89% and Providence - 100%). LCAP Goal 3 outlines the actions and services aligned to this funding.

VCOE utilizes the court and community schools base grant to expand academic, social-emotional, and college and career readiness opportunities for students at Gateway and Providence. This includes increasing access to A-G courses, career technical education (CTE), dual enrollment with community colleges, academic intervention, enrichment, college readiness experiences, and mental health and wellness services. Additionally, the Student Enrichment and Support Block Grant supports effective instruction, enrichment opportunities, and programs designed to meet the diverse needs of our court and community school students and promote their academic achievement and postsecondary success.

Reflections: Annual Performance

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

The past year has been marked by significant achievements and improvements across various aspects of our school programs. As reflected on the 2024 CA Dashboard, Gateway achieved a 93% 1-year graduation rate, while Providence earned an impressive 100% 1-year graduation rate. Gateway saw incremental growth in the number of students meeting or exceeding English Language Arts standards on the California Assessment of Student Performance and Progress (CAASPP). English Learner students at both Gateway and Providence showed 3% growth in their English proficiency levels assessed on the English Language Proficiency Assessments for California (ELPAC) . Additionally, a new local assessment platform was introduced after careful consideration by teachers and staff called Exact Path. This new program not only assesses students' English language arts and math skills, but also provides individualized targeted supports based on student assessment levels.

Career readiness opportunities have continued and expanded this year. Three students completed the Food Handler Certificate Program, earning certification to work in food service settings. Providence continued offering its Auto Industry CTE course, with 110 students participating throughout the year. Gateway maintained four CTE courses, with 21 students enrolled. In addition to CTE programs, students also participated in college readiness activities, including college presentations and a campus tour of UC Santa Barbara.

Behavioral outcomes have continued to improve at Gateway and as a result the school's suspension rate decreased an additional 2.8% from the previous school year, dropping from 13% to 8.5% over a two year period. The chronic absenteeism rate decreased incrementally to about 5% for Providence while Gateway saw about a 10% increase in their chronic absenteeism rate during the current 2024-25 school year.

While Phoenix School's suspension rate improved for the socioeconomically disadvantaged, students with disability, and Hispanic student groups, the white student group reflects the lowest performance level for suspensions on the 2024 Dashboard. Additionally, the chronic absenteeism rate for Phoenix's students with disabilities is at the lowest level on the 2024 Dashboard.

2024 CA Dashboard low performance areas:

VCOE - Chronic Absenteeism Rate / Suspension Rate (students experiencing homelessness) / College/Career Indicator (SED and Hispanic student groups)
Gateway - Suspension Rate (Long-Term English Learners)
Phoenix School - Chronic Absenteeism (Students with Disabilities) / Suspension Rate (White student group)

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

Suspension Rate (Action 3.1)

- Students with Disabilities (SWD)

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

- English Learners (EL)

College/Career Indicator (CCI) (Action 3.2)
- Socioeconomically Disadvantaged (SED)
- Hispanic

The specific student groups within the school dashboards below have been identified as performing in the lowest performance level:

2023 Dashboard - Gateway

Suspension Rate (Action 3.1, 3.3):
- Socioeconomically Disadvantaged (SED)
- Students with Disabilities (SWD)

2023 Dashboard - Phoenix

Suspension Rate (Action 1.8)
- Socioeconomically Disadvantaged (SED)
- Students with Disabilities (SWD)
- Hispanic

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

Lastly, VCOE will not have any unexpended Learning Recovery Emergency Block Grant (LREBG) funds as of June 30, 2025.

Reflections: Technical Assistance

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

Not applicable

Comprehensive Support and Improvement

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

Schools Identified

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

Not applicable

Support for Identified Schools

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

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Students	• classroom discussions/presentations in February/March to gather input on progress of school goals, effectiveness of actions, and areas of need; equity multiplier focus goal was reviewed with students to get feedback on progress • Educational Partner Student Survey administered in April
Teachers, Support Staff, Paraeducators, Local Bargaining Unit Members, Administrators	• ongoing data analysis at all staff meetings (which include local bargaining unit members) to monitor progress on school goals • February/March/April staff meetings focused on getting feedback on the LCAP, including discussing the equity multiplier goal and gathering feedback on the progress toward this goal • Educational Partner Staff Survey administered in April • ongoing LCAP meetings with administrators to discuss plan implementation and progress
Parents/Caregivers, Community Partners	• during SSC/ELAC meetings (September/October/December/February/April/May) student data and school programs reviewed; feedback gathered on

Educational Partner(s)	Process for Engagement
	progress towards LCAP goals, effectiveness of actions, and areas of need; equity multiplier goal discussed and input gathered on progress towards this goal • Educational Partner Parent/Caregiver Survey administered in April • 2025-2026 LCAP Draft shared with SSC/ELAC members (May)

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

The following priority areas emerged from feedback provided by VCOE educational partners and influenced the 2025-26 LCAP:

* mental health services (Goal 2, Action 3; Goal 3, Action 1; Goal 4, Action 1)
* enrichment opportunities (Goal 3, Actions 7/8)
* academic support (Goal 1, Actions 3/4; Goal 3, Action 2)
* behavioral support (Goal 3, Action 3)

In response to the needs that VCOE educational partners identified related to student engagement and specifically decreasing the chronic absenteeism rate and suspension rate, the Equity Multiplier (EM) focus goal was created for the 2024-25 LCAP and will remain in the LCAP for the full three year cycle. EM focus goal actions will target high priority areas identified by educational partners such as social-emotional/behavioral counseling, academic counseling, student attendance, campus safety, student recognition, and college/career experiences. (Goal 3, Actions 1-8)

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Priority 10: Foster Youth – COEs Only (Conditions of Learning)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA	2022-2023: Gateway- 1.92% Met or Exceeded Standards Providence- 7.69% Met or Exceeded Standards	2023-2024: Gateway- 3.33% Met or Exceeded Standards		2% increase of students meeting or exceeding standards	Gateway- increased by 4% Providence - decreased by 3.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Providence - 4.17% Met or Exceeded Standards			
1.2	CAASPP Math	2022-2023: Gateway- 1.92% Met or Exceeded Standards Providence- 0% Met or Exceeded Standards	2023-2024: Gateway- 0% Met or Exceeded Standards Providence - 0% Met or Exceeded Standards		2% increase of students meeting or exceeding standards	Gateway- decreased by 1.92% Providence - maintained 0%
1.3	CA Science Assessment	2022-2023: Gateway - 0% Met or Exceeded Standards Providence-0% Met or Exceeded Standards	2023-2024: Gateway- 18.18% Met or Exceeded Standards Providence - 0% Met or Exceeded Standards		2% increase of students meeting or exceeding standards	Gateway- increased by 18.18% Providence - maintained 0%
1.4	Exact Path - Language Arts/Reading/Math (local assessment)	2024-2025 25.5% of assessed students demonstrated an increase of at least one grade level in reading 48% of assessed students demonstrated an increase of at least	N/A		50% or more of assessed students will demonstrate an increase of at least one grade level in reading/ language arts/ math between assessment windows	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		one grade level in language arts 28.5% of assessed students demonstrated an increase of at least one grade level in math				
1.5	ELPAC Assessment	2022-2023: Proficient: Gateway - 0% Providence - 0%	2023-2024: Gateway-2.78% Proficient Providence - 3.33% Proficient		2% increase of students scoring proficient	Gateway- increased by 2.78% Providence - increased by 3.33%
1.6	Reclassification Rate	2023-24: Gateway - 0% Providence - 0%	2024-25: 0%		Increase reclassification rate by 1%	Maintained 0%
1.7	Local Indicator Reflection: Implementation of all CA state standards, including how ELs will access CA State and ELD Standards	2023 CA School Dashboard - Implementation in all subject areas	2024 CA School Dashboard - Implementation in all subject areas		Maintain Full Implementation	Maintained Full Implementation
1.8	Local Indicator Reflection: Teachers are fully credentialed and appropriately assigned	2023 CA School Dashboard - zero teacher mis-assignments	2024 CA School Dashboard - zero teacher mis-assignments		Maintain zero teacher mis-assignments	Maintained zero teacher mis-assignments

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.9	Local Indicator Reflection: Standards aligned instructional materials for every student	2023 CA School Dashboard - All students have access to their own copies of standards aligned instructional materials at home and school	2024 CA School Dashboard - All students have access to their own copies of standards aligned instructional materials at home and school		Maintain Full Implementation	Maintained Full Implementation
1.10	Graduation Rate	2022-2023: Gateway - 100% 15/15 Providence - 80% 24/30	2023-2024 1-Year Graduation Rate Gateway- 93% 14/15 Providence - 100% 12/12		Gateway - maintain 100% Providence - increase by 5%	Gateway- decreased by7% Providence - increased by 20%
1.11	Suspension Rate (Phoenix)	2023 Dashboard - Phoenix All students: 39.7% SED: 41.3% SWD: 39.7% Hispanic: 45.1%	2024 Dashboard - Phoenix All students: 31.5% SED: 37.3% SWD: 31.5% Hispanic: 30.8%		Decrease all groups by 10%	All students: decreased by 8.2% SED: deceased by 4% SWD: decreased by 8.2% Hispanic: decreased by 14.3%
1.12	Facility Inspection Tool (FIT)	2023-2023: Rating of "Good Repair"	2023-24: Rating of "Good Repair"		Maintain Rating of "Good Repair"	Maintained Rating of "Good Repair"

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, progress was made toward the goal of providing all students equitable access to educational experiences to increase academic achievement. Staff engaged in a range of professional learning opportunities aimed at building inclusive, responsive, and effective teaching practices. These included supporting incarcerated youth, restorative justice training, Applied Behavior Analysis (ABA), English Language Development, and ethnic studies collaboration—each supporting a positive, equitable learning environment. Teachers also received training in Exact Path, a tool that uses local assessment data to personalize instruction, and participated in VCOE safety seminars to ensure schools remain safe spaces for all learners.

In support of academic recovery and progress, Gateway counselors provided credit recovery opportunities to 52 students throughout the year allowing students to earn additional credits outside of their regular instructional day. Additionally, 16 Gateway students were supported through an independent study option, ensuring access to education in a format suited to their individual needs.

English Learner (EL) students at both campuses had access to ELD courses tailored to support their development of academic English. The integration of Rosetta Stone into the ELD curriculum offered an additional layer of support, reinforcing language acquisition in a digital format.

Collaboration among teachers continues to be a key component of ensuring effective instructional practices: Gateway educators meet monthly to discuss the instructional program, while Providence teachers hold quarterly sessions to review pacing calendars, curriculum alignment, and best practices. To ensure special education students receive appropriate services, school teams at Providence met weekly and Gateway teams met monthly to review IEPs for incoming students and coordinate support prior to their enrollment.

In alignment with our commitment to equitable instruction, a new local assessment program, Exact Path, was launched this school year. While implementation has taken longer than anticipated, efforts are ongoing to ensure it becomes a meaningful tool for guiding instruction.

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

The material differences between the Budgeted Expenditures and Estimated Actual Expenditures within Goal 1 are due to an increase in professional learning offerings, lower costs for supplemental materials under Action 1.3, and staffing changes related to Action 1.4.

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

The actions outlined in this goal have proven effective in advancing equitable access to educational opportunities for all students. This is demonstrated through strong one-year graduation rates, growth on state assessments, and consistent performance across local indicators.

Graduation data is especially strong, with a 1-Year Graduation Rate of 93% at Gateway and 100% at Providence. These results reflect the effectiveness of interventions such as credit recovery and individualized instructional support available in the small learning environments, which help ensure students receive timely support to meet graduation requirements. Professional learning has continued to contribute to this success by equipping educators with instructional strategies to effectively address students' academic and social-emotional needs. Additionally, ensuring that all students have access to a broad and rigorous curriculum contributes to these academic outcomes. Providing equitable access to a wide range of content areas supports engagement and reinforces achievement across disciplines.

In addition, both schools achieved a 3% increase in English proficiency levels on the ELPAC, indicating that targeted support for ELs and LTELs is leading to steady language development. This growth is also supported by consistent collaboration among educators to align instruction and interventions to students' language acquisition goals.

12th grade students at Gateway demonstrated over 15% growth on the state science assessment. This significant gain suggests that the full implementation of state standards and the use of standards-aligned instructional materials have strengthened the quality and consistency of science instruction.

Finally, the structured collaboration time and dedicated planning for students with IEPs continue to be important components in supporting student success. These practices help educators provide meaningful accommodations and modifications aligned to individual learning plans, contributing to the strong graduation rate at both school sites.

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.

The new local assessment platform, Exact Path, was introduced this school year and will replace the Renaissance STAR Reading and STAR Math local assessments. As a result, the STAR Math and STAR Reading metrics were removed from Goal 1 and replaced with an Exact Path – Reading, English Language Arts, and Math metric. The desired outcome for this new metric is: 50% of assessed students will demonstrate an increase of at least one grade level in Reading/ELA/Math between assessment windows. Due to the time required for training and full implementation, the rollout of Exact Path took longer than anticipated. As such, the current assessment data will serve as baseline data, rather than Year 1 outcome data.

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	Professional Learning, Supports, Supplemental Resources	Support the continuous growth in staff through professional learning opportunities centered around the social-emotional, behavioral, and academic needs of all students, targeted support for SWDs, and ongoing English Language Development training and collaboration focused on targeted supports, interventions, and teaching strategies promoting increased English proficiency in ELs and LTELs	$44,427.00	No
1.2	Foster Youth and Homeless Youth Liaison	VCOE Foster Youth & McKinney Vento Coordinators will provide support to youth in foster care & youth experiencing homelessness; coordinators will support the school staff with enrollment, students records, and matching students with appropriate resources	$342,723.00	No
1.3	Credit Recovery, Instructional Program, Graduation Options	Provide effective instructional programs and credit recovery options to all students to improve graduation rate and college/career readiness including, APEX, Independent Studies, Guided Curriculum, dual enrollment, CTE classes	$377,540.00	No
1.4	Targeted Supports for English Learners	Provide intervention time, curriculum, and supplemental instructional materials to support the Structured English Immersion (SEI) and English Learner Mainstream (ELM) programs integrated into the instructional programs at both Gateway and Providence; English Language Development (ELD) courses will provide targeted support to the growing EL student population, particularly the LTEL (Long Term English Learner) population	$172,964.00	Yes
1.5	Teacher Credentials/Assignments	VCOE Student Services and Human Resources will meet regularly to monitor teacher assignments and staffing patterns to plan for staffing needs and ensure there are no teacher mis-assignments	$27,291.00	No

Action #	Title	Description	Total Funds	Contributing
1.6	Instructional Planning/Curriculum Development	Teachers will engage in collaboration to review curriculum, create and monitor pacing calendars, and share best practices	$53,373.00	No
1.7	Students with Disabilities	School teams at Gateway and Providence (school psychologist, Special Education (SPED) teacher, SPED paraeducator, administrator, and transition specialist) will meet regularly for case management of newly referred/enrolled students to ensure IEP/Special Education services are in compliance and meeting the needs of students	$27,870.00	No
1.8	Decrease Suspension Rate at Phoenix School	Phoenix school staff will implement alternative means of correction, restorative justice, and positive behavior interventions and incentives for all students to increase positive behaviors and decrease suspensions, with focus on the student groups with the lowest performance on the Suspension Rate Indicator on the 2023 Dashboard: SWD, SED, and Hispanic student groups	$0.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Parent/Caregiver participation at school events/activities	2023-24: Gateway Back to School Night – 64 Open House – 40 Wellness Events – 42 Quarterly Assemblies – 12/per assembly Graduation - 0 Providence Weekly Parent Connect Meetings – 132	2024-2025: Gateway Back to School Night – 20 Open House – 45 Wellness Events – 27 Quarterly Assemblies – 7/per assembly Graduation - N/A Providence		Increase of 5 participants at each event	Gateway Back to School Night – decrease of 44 Open House – increase of 5 Wellness Events – decrease of 15 Quarterly Assemblies – decrease of 5/per assembly Graduation - N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Weekly Parent Connect Meetings – 152			Providence Weekly Parent Connect Meetings – increase of 20
2.2	Community Agencies/Organizations partnering with Gateway & Providence	2023-24: 10 Community Agencies/Organizations partnering with Gateway & Providence	2024-2025: 16 Community Agencies/Organizations partnering with Gateway & Providence		Add one new community agency/organization partnership each school year	Increase of 6 partnerships
2.3	Educational Partner Survey	2023-24: 206 surveys submitted	2024-2025: 292		Minimum of 210 surveys submitted	Increase of 86 surveys submitted

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.

VCOE strongly believes in collaboration with our educational partners and values their input and participation in school events. In alignment with this core belief, a variety of actions were implemented throughout the school year to strengthen engagement with parents/caregivers, and community organizations. Families were provided with meaningful opportunities to engage in the school environment through ongoing events and activities such as the School Site Council (SSC), English Learner Advisory Committee (ELAC), Back to School Night, Open House, Wellness Events, Parent Connect at Providence, IEP meetings, new student orientations, and Quarterly Awards Assemblies. These events served as consistent, inclusive platforms for input, communication, and relationship-building among school families, community organizations, and the school team. Additionally, this year a Community School Advisory Council was established at Gateway as part of the school's preparation to apply for the California Community Schools Partnership Program (CCSPP) Implementation Grant. The council—comprising of students, parents/caregivers, teachers, administrators, and representatives from community organizations—met multiple times throughout the school year to identify and discuss the needs of the Gateway school community within the context of the CCSPP Framework.

Parent Square continues to serve as the primary platform for school-to-home communication, providing consistent outreach in parents' and caregivers' preferred languages. Additionally, translation services were maintained to assist with written communication, facilitate parent and community meetings, and ensure home language access during IEPs and school events.

Consistent with VCOE's commitment to comprehensive student support, collaborations with organizations such as Ventura County Behavioral Health, Social Services, and Ventura County Probation have been maintained and expanded to enhance the supports available to students. At the same time, efforts have been made to build new partnerships with community organizations, such as Big Brothers Big Sisters, City Impact, and Project Rebound that address student needs and further enrich the resources and supports provided to students. These collaborations continue to support a comprehensive approach that addresses students' academic, social, emotional, and behavioral needs, leading to improved outcomes.

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

There were no significant material differences 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.

Efforts to strengthen parent and caregiver engagement, enhance regular communication with families, and build partnerships with community organizations have shown positive results. An increase in the number of community partnerships demonstrates the school's success in fostering meaningful external relationships that support student learning and well-being. Additionally, continued participation by families at school events reflects sustained engagement and a growing sense of connection between home and school.

These outcomes suggest that regular communication with families and intentional outreach efforts are helping to build trust and promote active involvement in the school community. Together, these strategies are creating a more inclusive and supportive environment for students by encouraging collaboration among families, schools, and community partners.

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

No changes were 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
2.1	Parent/Caregiver participation at school events/activities	Provide parents/caregivers with meaningful school engagement opportunities throughout the school year such as School Site Council (SSC), English Learner Advisory Committee (ELAC), Back to School Night, Open House, Parent Connect (Providence), IEP meetings, and Quarterly Awards Assemblies	$134,681.00	Yes
2.2	Parent/Caregiver Outreach	Enhance outreach in English and Spanish through Parent Square communication system; maintain translation services at 1.5 positions to support with school-home written communication, parent/caregiver and community meetings, school events, and IEPs	$44,576.00	No
2.3	Community Agency/Organization Partnerships	Collaborate with community-based organizations such as Ventura County Behavioral Health, Social Services, and Ventura County Probation to provide targeted support for students	$84,203.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	During the 2025-26 school year, the Ventura County Office of Education (VCOE) will improve student engagement and reduce chronic absenteeism and suspension rates at Gateway and Providence for all students, including socioeconomically disadvantaged students (SED), students with disabilities (SWD), Long-term English Learners (LTELs) and Hispanic students by increasing participation in dual enrollment, Career Technical Education (CTE) courses, and positive behavior interventions.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The 2023 VCOE Dashboard, which is inclusive of Gateway Community School and Providence Court School, revealed that SWD have a high suspension rate and SED and Hispanic students have a very low status on the College and Career Indicator (CCI). Due to the unique needs of students within court and community schools, including the high mobility of students, our educational partners believe focusing on student engagement will provide the greatest impact on positive student outcomes. Therefore, targeted focus will be placed on increasing student participation in dual enrollment, CTE courses, and other college and career readiness opportunities for all students—particularly SED, SWD, and Hispanic students.

Additionally, the 2023 Dashboard for Gateway School revealed that SED and SWD have a high suspension rate, which aligns with the data for VCOE as a whole. To further support the work on improving student engagement, a focus will also be placed on implementing positive behavior interventions, such as alternatives to suspension. The 2023 Dashboard for Providence Court School did not reveal any student groups performing in the lowest performance level on any state indicators. This can be attributed, at least in part, to low enrollment numbers that do not generate performance levels on the Dashboard. However, in reviewing local data, educational partners believe that students at Providence also struggle with student engagement and behavioral concerns and would benefit from participation in dual enrollment, CTE courses, and other college and career readiness opportunities, as well as positive behavior interventions.

This goal was originally developed for the 2024–25 school year based on the 2023 Dashboard data. However, it has since been revised for the 2025–26 school year to also address the low performance of the LTEL (Long-Term English Learner) student group at Gateway on the suspension rate indicator, as reflected in the 2024 Dashboard.

All actions detailed in this goal were based on input received from our educational partners and are designed to support and enhance student engagement. We will use the metrics below to measure progress toward reaching our goal. Both Gateway and Providence are eligible for the Equity Multiplier Funding.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Suspension Rate	2023 Dashboard VCOE All students: 6.9% SWD: 15.2% Gateway All students: 11.3% SED: 12.8% SWD: 20.5% Providence All students: 3.2%	2024 Dashboard VCOE All students: 5.9% SWD: 8% Gateway All students: 8.5% SED: 9% SWD: 9.1% LTEL:8.5% Providence All students: 3.2%		VCOE All students : decrease by 2% SWD: decrease by 5% Gateway All students: decrease by 5% SED: decrease by 5% SWD: decrease by 5% LTEL: decrease by 5% Providence All students: decrease by 1%	VCOE All students: decreased by 1% SWD: decreased by 7% Gateway All students: decreased by 2.8% SED: decreased by 3.8% SWD: decreased by 11.4% LTEL:N/A Providence All students: maintained 3.2%
3.2	Chronic Absenteeism Rate (all grade levels)	2023-2024 Gateway: 64% Providence: 7%	2024-2025 Gateway: 75% Providence: 5%		Decrease by 5%	Gateway: increased by 11% Providence: decreased by 2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Daily Attendance Rate	2023-2024 Gateway:77% Providence: 98%	2024-2025 Gateway: 72% Providence: 99%		Gateway: Increase by 5% Providence: Maintain or increase 98%	Gateway: decreased by 5% Providence: increased by 1%
3.4	School Climate Survey (CHKS) – School Connectedness	2023-2024 School Connectedness Rating Gateway: 49% Providence: 35%	2024-2025 School Connectedness Rating Gateway: 32% Providence: 44%		Increase School Connectedness Rating by 5%	Gateway: decreased by 17% Providence: increased by 9%
3.5	Participation in CTE coursework	2023-2024 VCOE All Students: 39% SED: 39% Hispanic Students: 40%	2024-2025 VCOE All Students: 48% SED: 45% Hispanic Students: 42%		VCOE All Students: increase by 5% SED: increase by 5% Hispanic Students: increase by 5%	VCOE All Students: increased by 9% SED: increased by 6% Hispanic Students: increased by 2%
3.6	Participation in dual enrollment	2023-2024 VCOE All Students: less than 1% (3) SED: less than 1% (3)	2024-2025 VCOE All Students: less than 1% (20) SED: less than 1% (16)		VCOE All Students: 5% participation SED: 5% participation	VCOE All Students: maintained less than 1% participation (increased by 17 students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic Students: less than 1% (3)	Hispanic Students: less than 1% (16)		Hispanic Students: 5% participation	SED: maintained less than 1% participation (increased by 13 students) Hispanic Students: maintained less than 1% participation (increased by 13 students)

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.

Throughout the 2024–2025 school year, VCOE implemented a comprehensive approach to support progress toward the goal of increasing student engagement leading to the decrease of the suspension and chronic absenteeism rates. These efforts focused on academic support, behavioral intervention, social-emotional development, and creating enriching, inclusive experiences for students.

To continue addressing behavioral and social-emotional challenges, three Instructional Specialists for Behavior (ISBs) and two Social Emotional Services Specialists (SESSs) remained in place to support students, providing consistent support for students facing behavioral and social-emotional challenges. These staff provided targeted interventions, student counseling, and implemented supplemental SEL curriculum. At Gateway, the RESET Program continued to play a key role in addressing the school's high suspension rate. Through the teacher-directed behavioral support program, the RESET teacher provided consistent behavior interventions, emotional development resources, and opportunities for restorative practices. The program emphasized alternatives to suspension, with a strong focus on social-emotional growth and restorative justice, reinforcing a supportive and structured environment for students requiring additional behavioral support.

To meet academic needs and promote college and career readiness, three school counselors provided ongoing guidance to all students. Supports included college and career planning, assistance with credit recovery options, access to A-G courses, dual enrollment, access to CTE courses, support with college applications, and FAFSA/CADAA completion. While CTE participation at Gateway has declined, the team is actively collaborating with the Career Education Center (CEC) to identify solutions and increase student involvement.

Incentive programs were implemented to improve attendance at Gateway; however, an increase in chronic absenteeism presented a challenge, and efforts are ongoing to re-engage students. Additional safety and support measures included twice-monthly safety inspections at Gateway by a K-9 unit, the continued presence of campus assistants and bus aides, and enhanced staff training on safety procedures for staff.

Student recognition and engagement opportunities were prioritized across both school sites. Quarterly Awards Assemblies at Gateway and the Student of the Month program at Providence celebrated student achievement. At Gateway, guest speakers and field trips enhanced the curriculum and reinforced a college-going culture. Students at both sites also benefited from enrichment programming delivered in partnership with community organizations, including the Ventura County Arts Council, All It Takes, and Project Rebound.

At Providence, engagement was further supported through student leadership opportunities, guest presentations, and SEL activities such as the SEL Book Club.

Despite some implementation challenges, such as reduced CTE participation and increased absenteeism at Gateway, the range of strategies in place reflects a strong and multi-tiered commitment to increasing student engagement through academic, behavioral, social-emotional, and enrichment-focused supports.

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

The difference between Budgeted and Estimated Actual Expenditures for Goal 3 is due to a counseling position being funded through a different source and increased costs for a student social-emotional learning (SEL) program.

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

The specific actions implemented under Goal 3 have proven effective to date in making progress toward the goal, as evidenced in the positive trends in student outcomes. Notably, Gateway saw a significant reduction in suspension rates, reflecting the impact of continued implementation of programs such as RESET, the work of Instructional Specialists for Behavior and Social Emotional Specialists, safety protocols, and the intentional efforts made to engage students. The suspension rate for all students decreased by 2.8%, with even more substantial declines among socioeconomically disadvantaged (SED) students (3.8% decrease) and students with disabilities (SWD) (11.4% decrease). These outcomes demonstrate the success of inclusive, student-centered approaches that emphasize comprehensive support.

Overall, there were measurable gains in college and career readiness efforts for VCOE. Participation in Career Technical Education (CTE) courses increased by 9% for all students, with SED students increasing by 6% and Hispanic students by 2%, indicating expanded access to career-aligned learning. However, CTE participation at Gateway remains an area for continued growth, and staff are actively working with the Career Education Center (CEC) to identify strategies for improvement and to increase student engagement in these programs.

While dual enrollment participation remained under 1% overall, there was growth in the number of students accessing these opportunities, with 17 more students participating this year—including 13 additional SED students and 13 Hispanic students. This increase, though modest in percentage, signals progress in outreach and a growing interest in postsecondary coursework among underserved student populations.

Together, these trends underscore the positive impact of targeted, multi-tiered strategies designed to support student behavior, well-being, and academic engagement.

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

Based on the 2024 Dashboard as well as local data, goal 3 was updated to explicitly include Long-Term English Learners (LTELs), driven by data indicating their disproportionately high rate of suspension. As a result, LTELs were added to the suspension metric, and Action 3.3 was revised to incorporate targeted supports for this student group.

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	Counseling (social-emotional/behavioral)	Maintain 3 Instruction Specialists, Behavior (ISB) to address student behavioral and social-emotional challenges, including targeted support to address the high suspension rate of SWD on the 2023 Dashboard Maintain 1.5 Social Emotional Service Specialists (SESS) to provide social emotional support and counseling to students and implement SEL (social-emotional learning) supplemental curriculum, including targeted support to address the high suspension rate of SWD on the 2023 Dashboard	$348,845.00	Yes
3.2	Academic Counseling	Maintain three full-time counselor positions to meet the academic needs of all students, including targeted support for SWD; counselors will provide supports for increasing college/career readiness for all students, with special focus on SED & Hispanic student groups to address the low performance on the College & Career Indicator on the 2023 Dashboard; opportunities will include college/career planning, access to Career	$186,778.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Technical Education (CTE) courses, A-G courses, dual enrollment, support with college application process, FAFSA/CADAA completion and access to enrichment programs		
3.3	RESET program (Gateway)	Provide a daily, teacher directed program focused on addressing behavioral concerns including, alternatives to suspension, to address the high suspension rate on the 2023 Dashboard for SED and SWD groups and on the 2024 Dashboard for LTELs ; components of the program are restorative justice, behavior intervention, alternatives to suspension, emotional/social development	$167,690.00	No
3.4	Attendance Incentive Program	Maintain incentive program to address high rates of absenteeism; purchase student incentives (awards, materials, and supplies to honor student accomplishments); purchase Wellness Center materials to promote student engagement; create clubs and activities that increase attendance and student engagement; conduct home visits/wellness checks with students not attending (Gateway)	$2,500.00	Yes
3.5	Campus Safety	Contract with locally approved vendor for no less than two inspections per month at Gateway; provide campus assistants and bus aides in support of safety at Gateway; modify or improve school facilities as necessary for increased safety; provide school spirit wear to promote positive climate	$349,254.00	No
3.6	Student Recognition	Quarterly Award Assemblies (Gateway) and Student of the Month Program (Providence) will be held to recognize student achievement; guidelines for student success taught and positively reinforced with incentives and recognition; recognition for graduates at end of year events such as the graduation ceremony and Senior Day	$4,800.00	Yes
3.7	Enrichment (Gateway)	Incorporate enrichment opportunities into the school program to enhance curriculum, promote a college-going culture, and encourage community involvement; contract with community organizations to provide enrichment	$124,311.00	Yes

Action #	Title	Description	Total Funds	Contributing
		opportunities to students (Ventura County Arts Council, All it Takes, Project Rebound, SEL Book Club, community colleges and universities)		
3.8	Student Engagement (Providence)	VCOE will provide opportunities for student engagement at Providence through programs/activities such as student leadership, social emotional learning, guest speakers, and programs led by organizations such as Ventura County Arts Council, All it Takes, Project Rebound	$155,986.00	No
3.9	Transitions (Providence)	VCOE will maintain a fulltime Transition Specialist at Providence to facilitate communication and collaboration between the school staff, local districts, families, and Ventura County Probation; Transition Specialist will meet regularly with Administrator to review incoming student files	$121,243.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Percentage of students returning to their home district annually (Gateway)	2023-2024 54%	2024-2025 75%		Maintain at least 50%	Increased by 21%
4.2	Chronic Absenteeism Rate (Gateway - all grade levels)	2023-2024 Gateway: 64%	2024-2025 Gateway: 75%		Decrease by 5%	Increased by 11%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.3	Graduation Rate (Gateway)	2023 1-Year Graduation Rate Gateway: 100%	2024 1-Year Graduation Rate Gateway: 93%		Maintain 100% 1-Year Graduation Rate	Decreased by 7%
4.4	Suspension Rate (Gateway)	2023 Dashboard Gateway: 11.3%	2024 Dashboard Gateway: 8.5%		Decrease by 2%	Decreased by 2.8%

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 2024–2025 school year, VCOE implemented a coordinated and supportive approach to meeting the needs of expelled youth throughout the county. A key component of this effort was the academic, social-emotional, and behavioral counseling services provided to all Gateway students, aimed at helping them make progress toward fulfilling the terms of their expulsion and supporting their overall success. To ensure consistent access to education, transportation was provided to all expelled students attending Gateway, reducing a common barrier to school attendance.

A full-time Transition Specialist played a central role in facilitating communication and collaboration among parents and caregivers, local districts, and Gateway staff. This position ensured a cohesive, student-centered approach to planning and support. Additionally, for any incoming expulsion case involving high-risk safety concerns, High Risk Team meetings were held to assess the situation and determine the most appropriate course of action. These meetings brought together key partners, including an administrator, counselor, an Instructional Specialist for Behavior (ISB), a lead teacher, transition specialist, and representatives from the sending district.

These actions have contributed to measurable success, including a strong one-year graduation rate and a notable reduction in suspension rates, particularly among high-need student groups. However, challenges remain. Chronic absenteeism continues to be an area of concern at Gateway, and ongoing efforts are focused on re-engaging students and addressing the underlying factors contributing to attendance issues.

In support of improving outcomes for expelled youth, Gateway administration continues to engage in active discussions with local districts to ensure that expulsion terms are meaningful, impactful, and individualized. These conversations are aimed at creating conditions for student growth and accountability while supporting long-term success and successful reintegration.

Together, these supports reflect meaningful progress toward the goal of serving expelled youth through a multi-tiered system of care. VCOE remains committed to building on these successes while addressing persistent barriers to ensure that all students have access to safe, supportive, and effective learning environments.

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

The material difference between the Budgeted Expenditures and Estimated Actual Expenditures within Goal 4 is due to a change in staff aligned with the implementation of action 4.1.

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

The implementation of targeted supports and services for expelled youth during the 2024–2025 school year has yielded measurable positive outcomes for students. Notably, 75% of students returned to their home district after successfully completing the terms of their expulsion, reflecting a 21% increase from the previous year. This improvement demonstrates the effectiveness of targeted supports and coordinated planning of the Gateway team.

Additionally, the 1-year graduation rate of 93% indicates the success of academic and behavioral interventions designed to keep students on track toward graduation despite the challenges associated with expulsion. Gateway also saw a nearly 3% reduction in suspension rates, suggesting that the use of restorative practices, social-emotional learning, and individualized behavioral supports are contributing to a more positive and supportive school climate.

While these outcomes highlight the success of many of the implemented strategies, chronic absenteeism increased by approximately 10% over the course of the year. This remains a significant challenge, and continued attention is being given to identifying and addressing the factors contributing to student disengagement and inconsistent attendance.

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

No changes have been 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
4.1	Rehabilitative Counseling (Gateway)	Counseling (academic/social-emotional/behavioral) services will be provided to expelled students to support their progress towards meeting the terms of their expulsion	$403,578.00	
4.2	Transportation (Gateway)	Transportation will be provided to all expelled students attending Gateway	$480,087.00	
4.3	Transitions to Gateway	VCOE will maintain a full time transition specialist (Gateway) to facilitate communication and collaboration among parents/caregivers, local districts, and Gateway to ensure the timely transition of expelled students into the program; site administrator and transition specialist will meet regularly to review pending referrals.	$90,529.00	No
4.4	High Risk Meetings (Gateway)	High Risk team meetings (consisting of an administrator, SELPA counselors, an Instructional Specialist, Behavior [ISB], a lead teacher, a school counselor, a transition specialist, and the Department of Rehabilitation, if appropriate) are held to collaborate and plan for any incoming expulsion case involving a high-risk safety issue	$87,176.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 10: Foster Youth – COEs Only (Conditions of Learning)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Percentage of students who remain enrolled in their school of origin upon entry into foster care	2023-2024 63%	2024-2025 89%		75%	Increased by 26%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.2	Trainings related to the education of students in foster care	2023-2024 15 trainings offered	2024-2025 23 trainings offered		Maintain a minimum of 15 trainings a year	Increase of 8 trainings
5.3	County-Wide Foster Youth Graduation Rate	2022-2023 58.7%	2023-2024 72.1%		Increase by 2%	Increased by 13.4%
5.4	County-Wide Foster Youth Chronic Absenteeism Rate	2022-2023 44.6%	2023-2024 45.5%		Decrease by 2%	Increase of less than 1%
5.5	County-Wide 12th Grade Foster Youth FAFSA/CADAA Completion	2022-2023 79%	2024-2025 70%		Increase by 2%	Decreased by 9%

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.

The Ventura County Office of Education (VCOE) made significant strides in supporting foster youth education during the year. Notably, the percentage of foster youth who remained in their school of origin rose from 63% to 89%, driven by factors such as VCOE's door-to-door transportation service, local placement efforts by child welfare, and a declining foster youth population. VCOE remains committed to school stability by continuing to coordinate transportation and collaborate with partner agencies. Educational outcomes also improved, with the graduation rate increasing from 58.7% to 72.1%, exceeding the 2% growth goal. This success was supported by targeted interventions including 1:1 support for seniors, individual tutoring, college tours, and expanded case management. Throughout the year, VCOE provided various trainings on foster youth education, including Trauma Informed Practices for Schools (TIPS) and sessions for new resource parents and Court Appointed Special Advocates (CASA). While chronic absenteeism among foster youth saw a slight uptick, VCOE is actively addressing encouraging and coordinating student team meetings, collaboration with short-term residential therapeutic program (STRTP) staff, and county-wide prevention efforts. ADD SENTENCE RE 2024-25 FAFSA DATA

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

There were no differences between the Budgeted Expenditures and the 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 Ventura County Office of Education (VCOE) implemented a series of strategic supports that directly contributed to strong educational outcomes for foster youth, as reflected in two key county-wide metrics for youth in foster care: a graduation rate of 72% and 89% of foster youth remaining in their school of origin following placement.

Training and transportation played a central role in maintaining school stability, enabling nearly 9 out of 10 foster youth to remain in their original school placement—a critical factor linked to academic success and emotional continuity. VCOE's door-to-door transportation service, along with comprehensive training for stakeholders on enrollment, records, and education rights, ensured that placement changes did not disrupt educational progress.

Professional learning opportunities for educators and district staff, including legal updates, student discipline policies, and trauma-informed practices, further built capacity to support foster youth effectively. These efforts were reinforced by technical assistance and individualized support provided through the Educational Advisory Council (EAC), which ensured timely interventions for students needing additional help.

VCOE's 1:1 guidance for foster youth seniors significantly contributed to the 72% graduation rate, exceeding improvement goals. Students received direct assistance with FAFSA/CADAA completion, college applications, financial aid access (e.g., Chafee Grant), and connections to on-campus support programs. VCOE also played a pivotal role in the TEACh Scholarship program, helping to fund and celebrate postsecondary transitions.

Finally, the full maintenance of Foster Focus access for all district liaisons county-wide enabled accurate and timely data sharing, streamlined enrollments, and ensured that every foster youth student was identified and supported according to their educational rights.

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

No changes have been 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
5.1	School of Origin	VCOE will provide training & technical assistance to districts and child welfare, as well as transportation to school of origin for foster students, to increase the number of students who remain enrolled in their school of origin upon entry into foster care	$0.00	No

Action #	Title	Description	Total Funds	Contributing
5.2	Relevant Professional Learning/Trainings	VCOE will offer relevant professional learning and trainings covering topics such as: Annual Legal Updates; Enrollment and Records; Student Discipline; Court Appointed Special Advocates; Children Family Services; and other areas related to the education of youth in foster care	$40,000.00	No
5.3	Executive Advisory Council	The Executive Advisory Council (EAC),comprised of VCOE Foster Youth Services and Homeless Education Coordinators, Foster Youth/Homeless Education LEA Liaisons, and representatives from county agencies and community based organizations, will continue to provide technical assistance, resources, and training to members through quarterly meetings to support the direct services provided to youth in foster care	$0.00	No
5.4	FAFSA Challenge	VCOE will take a direct and active role in ensuring all foster youth seniors in high school receive assistance in completing their Free Application for Student Aid (FAFSA) or California Dream Act Application (CADAA) and the Chafee application and open a WebGrants account to track the status of those applications; VCOE case manager will meet individually with youth to complete the application; case manager will also act as a liaison between the youth's social worker or probation officer, school counselor, and VCOE to monitor and track seniors as they move in and out of the county during the FAFSA season	$0.00	No
5.5	Foster Focus	VCOE will authorize, update, and maintain Foster Focus access to all district liaisons county-wide to ensure timely and accurate enrollments, records transfer, and identification of education rights holders	$0.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,015,188	$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
4.927%	0.000%	$0.00	4.927%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.1	**Action:** Parent/Caregiver participation at school events/activities **Need:** The unique nature of our court and community schools, as well as the low stability rate of our students, often make it difficult for students' families, particularly those of EL, FY, and SED students, to re-engage with the education system with which they may not have	Creating meaningful opportunities for parents/caregivers to connect and engage with school staff and other families will help to build and maintain a positive school culture, further leading to positive student outcomes. While this action is targeted towards EL, FY, and SED students, all students will benefit and will it therefore be provided to all students.	Parent/Caregiver Participation at School Events, School Community Events, Community Agencies/Organizations partnering with Gateway & Providence

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
	experienced positive and meaningful connections. **Scope:** LEA-wide		
3.1 **3.4** **3.6** **3.7**	**Action:** Counseling (social-emotional/behavioral) **Need:** Along with low stability rates and negative past school experiences, many Foster Youth (FY), English Learner (EL), and SED students face other factors that can contribute to difficulties with engagement, some of which are home life stressors, childcare, managing work and school, and social-emotional and mental health needs. **Scope:** LEA-wide	Meeting the social-emotional and behavioral needs of students, in particular EL, FY, and SED students, will help to remove barriers to success and will help lay the foundation for students' academic achievements. While this action is targeted towards EL, FY, and Socio-Economically Disadvantaged (SED) students, all students will benefit and it will therefore be provided to all students.	CHKS School Connectedness, Chronic Absenteeism Rate, Daily Attendance Rate, Suspension Rate
3.2	**Action:** Academic Counseling **Need:** Court and Community School students, specifically FY, EL, and SED students, often enter our programs with significant credit deficiencies, which makes it difficult for them to complete the necessary credits required to graduate high school within the traditional four years. Additionally, our students have struggled in the traditional education	To meet these needs, VCOE will provide students with increased credit recovery options, college and career opportunities, CTE, and 1:1 support from an academic counselor. While this action is targeted towards EL, FY, and SED students, all students will benefit and it will therefore be provided to all students.	CTE Participation, Dual Enrollment Participation, Chronic Absenteeism Rate

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
	environment, so they often lack confidence and motivation to succeed in school. **Scope:** LEA-wide		
3.4	**Action:** Attendance Incentive Program **Need:** Many court and community school students, in particular EL, FY, and SED students, have struggled in the traditional education environment and often feel unmotivated to attend school, which prevents them from attending on a regular basis, further leading to disengagement. **Scope:** LEA-wide	Creating a safe and supportive school environment that positively reinforces daily attendance and recognizes improvements in attendance will assist in reshaping students' behavior around actively participating in their education. While this action is targeted towards EL, FY, and SED students, all students will benefit and it will therefore be provided to all students.	Chronic Absenteeism Rate, Daily Attendance Rate
3.6	**Action:** Student Recognition **Need:** Often times, students in court and community schools, specifically EL, FY, and SED students, have not experienced success in the traditional school environments previously attended. **Scope:** LEA-wide	Creating opportunities to recognize student achievements in a variety of areas will help to build student confidence and belief in themselves leading to an increase in positive student outcomes. While this action is targeted towards EL, FY, and SED students, all students will benefit and it will therefore be provided to all students.	Chronic Absenteeism Rate, Daily Attendance Rate, Suspension Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.7	**Action:** Enrichment (Gateway) **Need:** Court and Community School students, in particular EL, FY, and SED students, often face a variety of challenges that over time lead to disengagement and a lack of motivation to actively participate in their education. **Scope:** LEA-wide	By creating opportunities to expose students to a variety of educational experiences outside of the regular instructional program will support students' re-engagement with the education system. While these supports are designed to meet the needs of EL, FY, and SED students, all students will benefit and they will therefore be provided to all students.	Chronic Absenteeism Rate, Daily Attendance Rate, Suspension Rate

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.4	**Action:** Targeted Supports for English Learners **Need:** The 2022-2023 English Language Proficiency Assessments for CA (ELPAC) scores show 0% proficiency levels at Gateway and 0% at Providence. **Scope:** Limited to Unduplicated Student Group(s)	To address the specific needs of English Learner students, intervention time, curriculum, and supplemental instructional materials will be provided to EL students at both sites.	ELPAC Proficiency Levels, 1-Year Graduation Rate

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

Not applicable

Additional Concentration Grant Funding

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

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

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

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	20,603,218	1,015,188	4.927%	0.000%	4.927%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,117,983.00	$1,154,341.00	$0.00	$600,101.00	$3,872,425.00	$3,212,207.00	$660,218.00

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	Professional Learning, Supports, Supplemental Resources	All	No			All Schools	Ongoing	$12,000.00	$32,427.00	$44,427.00				$44,427.00	
1	1.2	Foster Youth and Homeless Youth Liaison	Foster Youth/ Youth Experiencing Homelessness	No			All Schools	Ongoing	$342,723.00	$0.00		$196,942.00		$145,781.00	$342,723.00	
1	1.3	Credit Recovery, Instructional Program, Graduation Options	All	No				Ongoing	$329,410.00	$48,130.00	$85,554.00	$254,562.00		$37,424.00	$377,540.00	
1	1.4	Targeted Supports for English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$169,464.00	$3,500.00	$172,964.00				$172,964.00	0
1	1.5	Teacher Credentials/Assignments	All	No			All Schools	Ongoing	$27,291.00	$0.00	$26,924.00	$367.00			$27,291.00	
1	1.6	Instructional Planning/Curriculum Development	All	No			All Schools	Ongoing	$53,373.00	$0.00	$44,531.00	$8,842.00			$53,373.00	
1	1.7	Students with Disabilities	Students with Disabilities	No			All Schools	Ongoing	$27,702.00	$168.00	$14,940.00	$12,930.00			$27,870.00	
1	1.8	Decrease Suspension Rate at Phoenix School	All Students with Disabilities Hispanic student group/SED student group	No				Ongoing	$0.00	$0.00	$0.00				$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.9						Specific Schools: Phoenix School									
2	2.1	Parent/Caregiver participation at school events/activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$133,119.00	$1,562.00	$121,369.00	$13,312.00			$134,681.00	0
2	2.2	Parent/Caregiver Outreach	All	No			All Schools	Ongoing	$39,576.00	$5,000.00	$14,894.00	$29,682.00			$44,576.00	
2	2.3	Community Agency/Organization Partnerships	All	No			All Schools	Ongoing	$84,203.00	$0.00	$3,133.00	$77,495.00		$3,575.00	$84,203.00	
3	3.1	Counseling (social-emotional/behavioral)	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$348,845.00	$0.00	$113,186.00	$119,634.00		$116,025.00	$348,845.00	0
3	3.2	Academic Counseling	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$186,778.00	$0.00	$153,603.00			$33,175.00	$186,778.00	0
3	3.3	RESET program (Gateway)	All Students with Disabilities SED student group	No			Specific Schools: Gateway	Ongoing	$167,690.00	$0.00		$167,690.00			$167,690.00	
3	3.4	Attendance Incentive Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$2,500.00	$2,500.00				$2,500.00	0
3	3.5	Campus Safety	All	No			All Schools	Ongoing	$322,608.00	$26,646.00	$343,494.00	$5,760.00			$349,254.00	
3	3.6	Student Recognition	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$4,800.00	$4,800.00				$4,800.00	0
3	3.7	Enrichment (Gateway)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$30,726.00	$93,585.00	$124,311.00				$124,311.00	0
3	3.8	Student Engagement (Providence)	All	No			Specific Schools: Providence	Ongoing	$56,086.00	$99,900.00		$155,986.00			$155,986.00	
3	3.9	Transitions (Providence)	All	No			Specific Schools: Providence	Ongoing	$121,243.00	$0.00	$109,119.00	$12,124.00			$121,243.00	

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
4	4.1	Rehabilitative Counseling (Gateway)	Low Income			Low Income	Specific Schools: Gateway	Ongoing	$401,578.00	$2,000.00	$93,252.00	$88,177.00		$222,149.00	$403,578.00	0
4	4.2	Transportation (Gateway)	Low Income			Low Income	Specific Schools: Gateway	Ongoing	$180,087.00	$300,000.00	$480,087.00				$480,087.00	0
4	4.3	Transitions to Gateway	All	No			Specific Schools: Gateway	Ongoing	$90,529.00	$0.00	$90,529.00				$90,529.00	
4	4.4	High Risk Meetings (Gateway)	All	No			Specific Schools: Gateway	Ongoing	$87,176.00	$0.00	$44,366.00	$838.00		$41,972.00	$87,176.00	
5	5.1	School of Origin	All Foster Youth	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
5	5.2	Relevant Professional Learning/Trainings	All	No			All Schools	Ongoing	$0.00	$40,000.00	$30,000.00	$10,000.00			$40,000.00	
5	5.3	Executive Advisory Council	All Foster Youth	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
5	5.4	FAFSA Challenge	All Foster Youth	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
5	5.5	Foster Focus	All Foster Youth	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	

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
20,603,218	1,015,188	4.927%	0.000%	4.927%	$692,733.00	0.000%	3.362 %	**Total:**	$692,733.00
								LEA-wide Total:	$519,769.00
								Limited Total:	$172,964.00
								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	1.4	Targeted Supports for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$172,964.00	0
2	2.1	Parent/Caregiver participation at school events/activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$121,369.00	0
3	3.1	Counseling (social-emotional/behavioral)	Yes	LEA-wide	Low Income	All Schools	$113,186.00	0
3	3.2	Academic Counseling	Yes	LEA-wide	Low Income	All Schools	$153,603.00	0
3	3.4	Attendance Incentive Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,500.00	0
3	3.6	Student Recognition	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,800.00	0
3	3.7	Enrichment (Gateway)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$124,311.00	0

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 (%)
4	4.1	Rehabilitative Counseling (Gateway)			Low Income	Specific Schools: Gateway	$93,252.00	0
4	4.2	Transportation (Gateway)			Low Income	Specific Schools: Gateway	$480,087.00	0

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$3,422,646.00	$3,541,136.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Professional Learning, Supports, Supplemental Resources	No	$18,000.00	$47,605.00
1	**1.2**	Foster Youth and Homeless Youth Liaison	No	$330,512.00	$338,972.00
1	**1.3**	Credit Recovery, Instructional Program, Graduation Options	No	$150,467.00	$124,601.00
1	**1.4**	Targeted Supports for English Learners	Yes	$217,251.00	$172,464.00
1	**1.5**	Teacher Credentials/Assignments	No	$25,934.00	$27,297.00
1	**1.6**	Instructional Planning/Curriculum Development	No	$71,852.00	$74,441.00
1	**1.7**	Students with Disabilities	No	$26,891.00	$28,932.00
1	**1.8**	Decrease Suspension Rate at Phoenix School	No	$0.00	$0.00
2	**2.1**	Parent/Caregiver participation at school events/activities	Yes	$191,556.00	197,884.00
2	**2.2**	Parent/Caregiver Outreach	No	$48,049.00	$40,156.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Community Agency/Organization Partnerships	No	$12,257.00	$7,637.00
3	3.1	Counseling (social-emotional/behavioral)	Yes	$336,748.00	$349,380.00
3	3.2	Academic Counseling	Yes	$224,431.00	$190,666.00
3	3.3	RESET program (Gateway)	No	$154,415.00	$167,690.00
3	3.4	Attendance Incentive Program	Yes	$2,500.00	$450.00
3	3.5	Campus Safety	No	$342,306.00	$347,579.00
3	3.6	Student Recognition	Yes	$2,500.00	$3,561.00
3	3.7	Enrichment (Gateway)	Yes	$52,343.00	$82,504.00
3	3.8	Student Engagement (Providence)	No	$95,505.00	$92,317.00
3	3.9	Transitions (Providence)	No	$118,409.00	$121,425.00
4	4.1	Rehabilitative Counseling (Gateway)	Yes	$300,157.00	$407,293.00
4	4.2	Transportation (Gateway)	Yes	$468,440.00	$480,378.00
4	4.3	Transitions to Gateway	No	$87,981.00	$90,668.00
4	4.4	High Risk Meetings (Gateway)	No	$84,142.00	$87,236.00

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)
5	**5.1**	School of Origin	No	$0.00	$0.00
5	**5.2**	Relevant Professional Learning/Trainings	No	$60,000.00	$60,000.00
5	**5.3**	Executive Advisory Council	No	$0.00	$0.00
5	**5.4**	FAFSA Challenge	No	$0.00	$0.00
5	**5.5**	Foster Focus	No	$0.00	$0.00

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1,015,188	$1,251,223.00	$1,217,210.00	$34,013.00	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	1.4	Targeted Supports for English Learners	Yes	$217,251.00	$172,464.00	0	0
2	2.1	Parent/Caregiver participation at school events/activities	Yes	$172,700.00	$178,252.00	0	0
3	3.1	Counseling (social-emotional/behavioral)	Yes	$109,320.00	$113,358.00	0	0
3	3.2	Academic Counseling	Yes	$133,169.00	$97,278.00	0	0
3	3.4	Attendance Incentive Program	Yes	$2,500.00	$450.00	0	0
3	3.6	Student Recognition	Yes	$2,500.00	$3,561.00	0	0
3	3.7	Enrichment (Gateway)	Yes	$52,343.00	$82,504.00	0	0
4	4.1	Rehabilitative Counseling (Gateway)	Yes	$93,000.00	$88,966.00	0	0
4	4.2	Transportation (Gateway)	Yes	$468,440.00	$480,377.00	0	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)
20,603,218	1,015,188	0	4.927%	$1,217,210.00	0.000%	5.908%	$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).

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