LCFF Budget Overview for Parents

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

CDS Code: 56105610000000

School Year: 2021-22

LEA contact information:

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source

All federal funds, $8,519,909 , 8%

All local funds, $53,866,603 , 49%

Total LCFF funds $30,578,346 28 %

All other state funds, $17,941,421 , 16%

All Other LCFF funds, $29,434,711 , 26%

LCFF supplemental & concentration grants, $1,143,635 , 1%
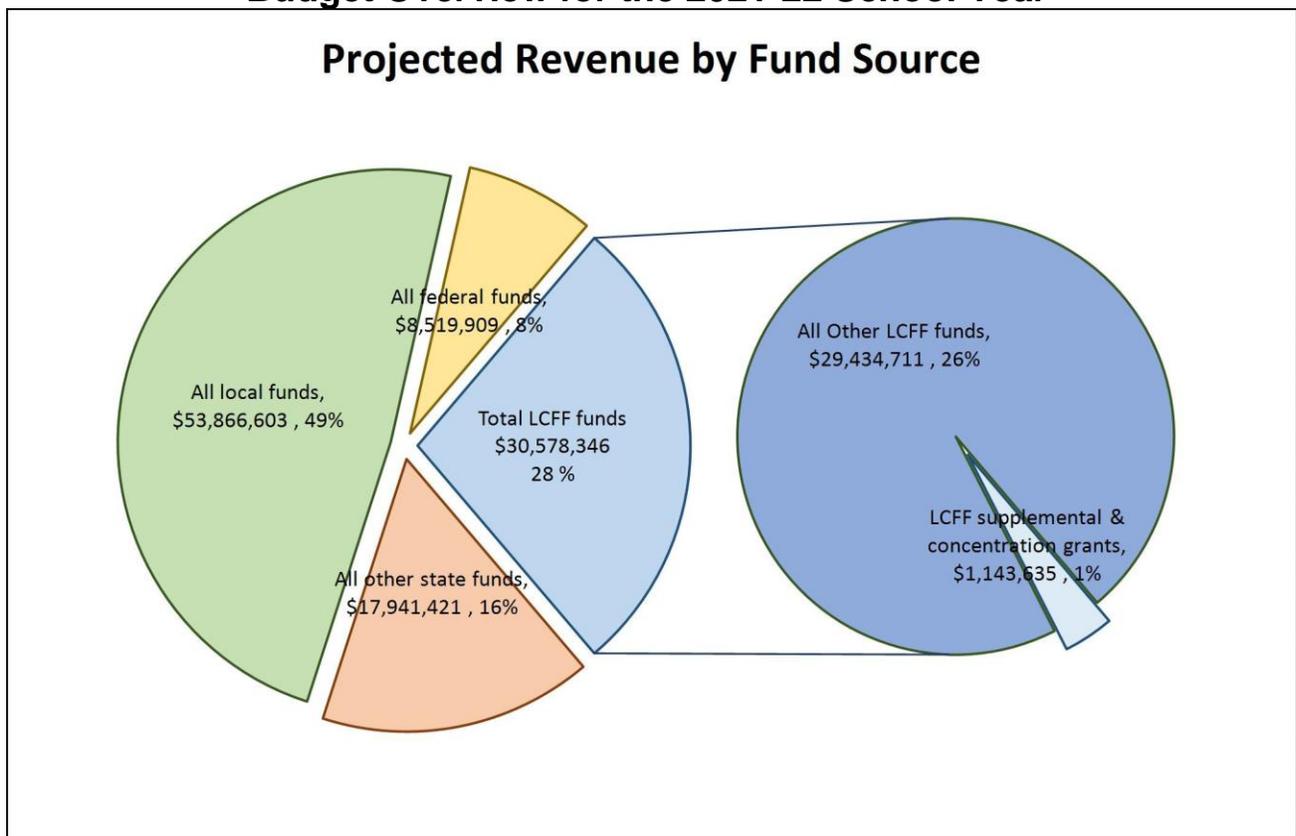
This chart shows the total general purpose revenue Ventura County Office of Education expects to receive in the coming year from all sources.

The total revenue projected for Ventura County Office of Education is $110,906,279, of which $30,578,346 is Local Control Funding Formula (LCFF), $17,941,421 is other state funds, $53,866,603 is local funds, and $8,519,909 is federal funds. Of the $30,578,346 in LCFF Funds, $1,143,635 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP
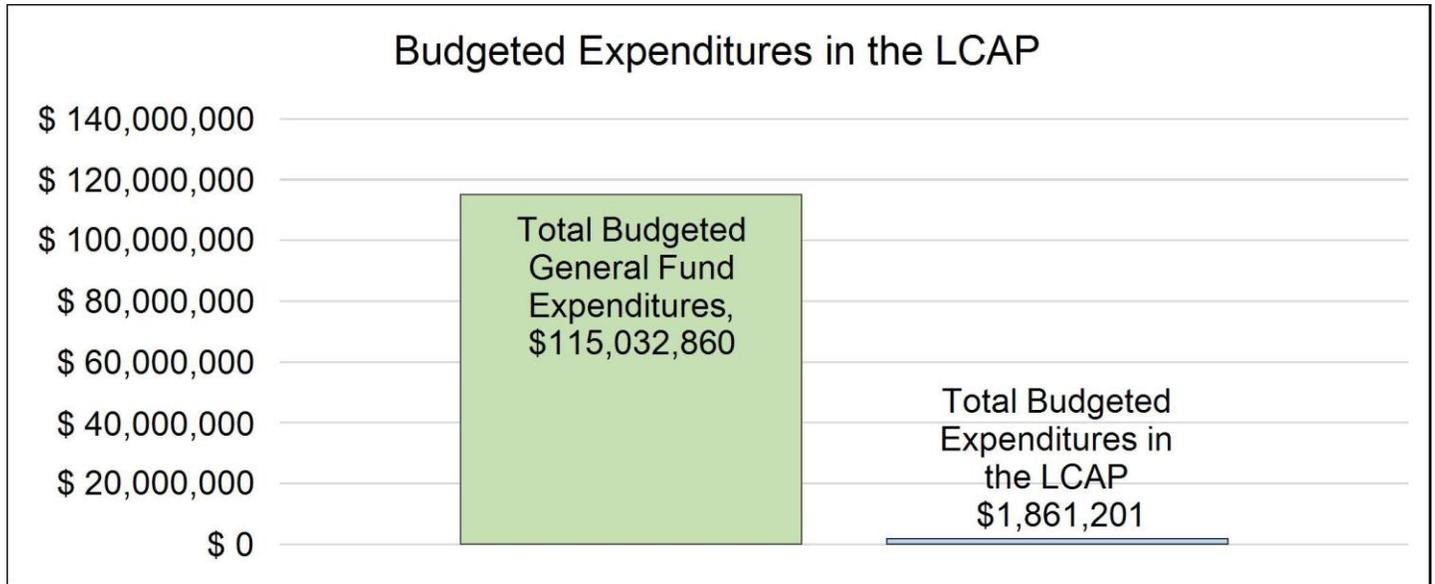
This chart provides a quick summary of how much Ventura County Office of Education plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Ventura County Office of Education plans to spend $115,032,860 for the 2021-22 school year. Of that amount, $1,861,201 is tied to actions/services in the LCAP and $113,171,659 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Ventura County Office of Education is projecting it will receive $1,143,635 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 $1,861,201 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 2020-21

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$2,688,476
☐ Actual Expenditures for High Needs Students in Learning Continuity Plan	$2,787,967

$0 $500,000 $1,000,000 $1,500,000 $2,000,000 $2,500,000 $3,000,000
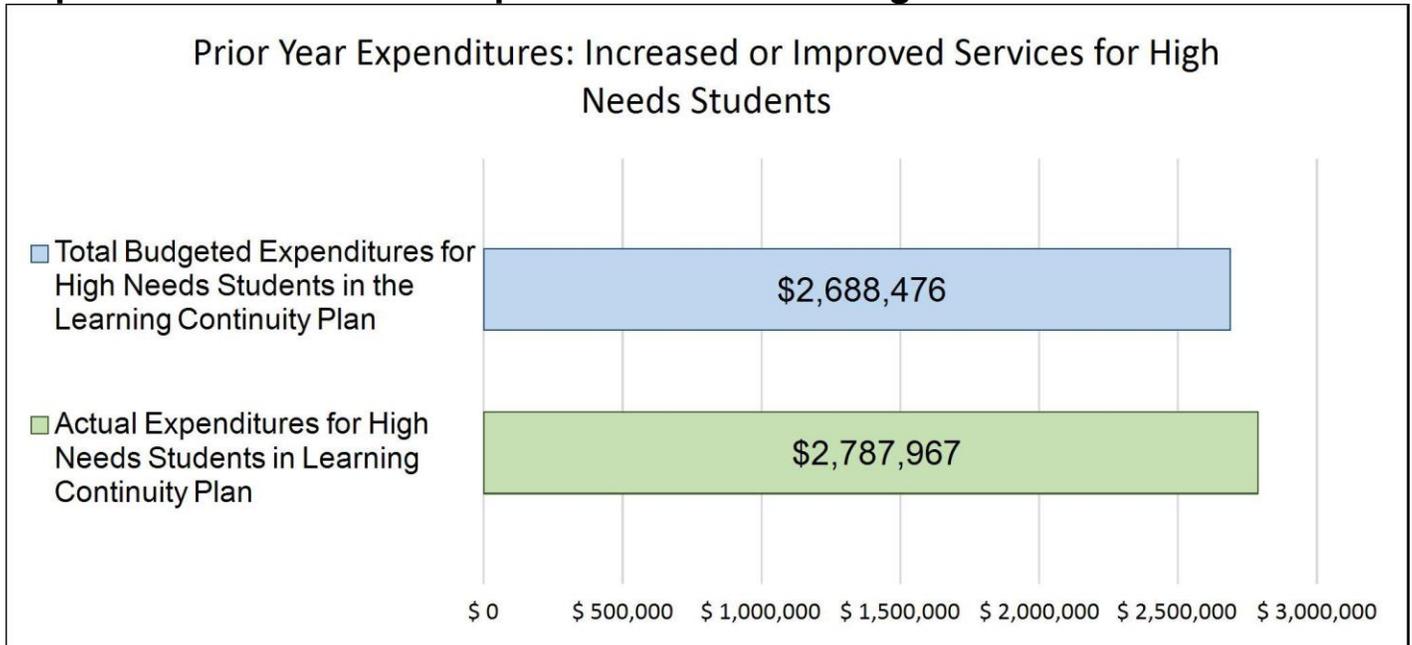
This chart compares what Ventura County Office of Education budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Ventura County Office of Education estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Ventura County Office of Education's Learning Continuity Plan budgeted $2,688,476 for planned actions to increase or improve services for high needs students. Ventura County Office of Education actually spent $2,787,967 for actions to increase or improve services for high needs students in 2020-21.
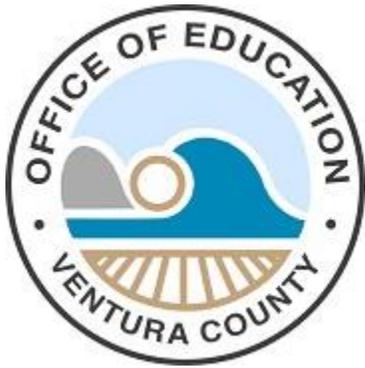
Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Ventura County Office of Education	Consuelo Hernandez Williams, Ed. D Associate Superintendent, Student Services	cwilliams@vcoe.org 805.383.1920

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Student achievement will increase in all academic areas impacted by VCOE programs including IEP goals and educational outcomes that benefit students with special needs.

State and/or Local Priorities addressed by this goal:

State Priorities:	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 9: Expelled Pupils – COEs Only (Conditions of Learning)
	Priority 10: Foster Youth – COEs Only (Conditions of Learning)
Local Priorities:	

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Instructional Materials **19-20** 100% students will have access to standards aligned instructional materials in all areas **Baseline** 100% students had access, but ELA materials were piloted and not adopted	100% of students had access to standards aligned instructional materials in all areas. Outcome Met
Metric/Indicator STAR Reading **19-20** Students increase by 6% from pre to post test **Baseline** Students increase by 3% from pre to post test	Average pre scale score and average post scale score In 2019 there was a 23% decrease and in 2020 there was a 5.7% increase. Outcome Not Met
Metric/Indicator	Average pre scale score and average post scale score

Expected	Actual
STAR Math **19-20** Students increase by 6% from pre to post test **Baseline** Students' scores as established on pre-test	In 2019 there was 6.75% increase and in 2020 there was a 5.5% increase. Outcome Not Met
Metric/Indicator Failed placements (dropouts or return to district) **19-20** No longer measured **Baseline** There were 5 Failed Placements in 2016-17	No longer measured
Metric/Indicator Completion of Career and Technical Course **19-20** 90% of Gateway students will complete a CTE Course **Baseline** 61.3% of Gateway students completed a CTE Course	In 2019-20, 36% of Gateway students were enrolled and 27% completed a CTE course. Outcome Not Met
Metric/Indicator Participation in Career Education **19-20** Minimum of 10 students from Phoenix and Triton **Baseline** Phoenix had 6 and Triton 5 students completing CTE Course	In 2019, 16 students participated in CEC joint courses; there were 3 Phoenix students in full courses and 9 in joint classes; 14 Triton students participated in joint CEC courses resulting in more than 10 students from Phoenix and Triton participating in Career Education courses at CEC. Outcome Met
Metric/Indicator Course offerings aligned to California Standards and Next Generation Science Standards **19-20** Outcome/Metric will be eliminated unless other curricular areas are in need of alignment based on future developments.	Course offerings were aligned to California Standards and Next Generation Science Standards. Outcome Met

Expected	Actual
Baseline Science courses are not yet aligned to the Next Generation Science Standards	
Metric/Indicator Students passing HiSET **19-20** Maintain at 85% **Baseline** 78% passed HiSET	Exceeded 85%, at 100% Outcome Met
Metric/Indicator Teachers appropriately credentialed **19-20** 100% of Teachers working with appropriate credential **Baseline** 100% of Teachers working with appropriate credential	100% of teachers worked with appropriate credential. Outcome Met
Metric/Indicator Graduation rate **19-20** No less than 90% of seniors identified in September will graduate on time **Baseline** 100% of seniors graduated – 11 of 11 possible	90.9% of seniors at Gateway graduated on time Outcome Met

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Goal 1 - Action 1 Increasing the accessibility of the California State Standards (CSS) will be improved through:	4000-4999: Books And Supplies Lottery $40,000 4000-4999: Books And Supplies LCFF Supplemental and Concentration $5,000	4000-4999: Books And Supplies Lottery $44,796.32 4000-4999: Books And Supplies LCFF Supplemental and Concentration $3,767.50

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
a. Adopting History-Social Science materials, implementing standards-aligned instructional materials in Science b. Ensuring all courses are aligned to California State Standards c. No fewer than 5 teachers will receive Professional Development covering implementation of the California State Standards d. Assess students no less than quarterly using formative assessments in ELA and Math. e. Regularly communicate to students the level of their academic skills as assessed and ensure greater consistency in test administration including ensuring that student tests with their own teacher.	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $3,000 1000-1999: Certificated Personnel Salaries LCFF $5,000 1000-1999: Certificated Personnel Salaries LCFF $5,000	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $5,478.91 1000-1999: Certificated Personnel Salaries LCFF $5,000.00 1000-1999: Certificated Personnel Salaries LCFF $6,624.87
Goal 1 Action 2 VCOE will work to increase the career readiness of the students we serve by: a. Counselor will meet with no less than 100% of students at Gateway School for college and career planning. Expense represents 18% of Counselor FTE b. Continue to increase the enrollment in CTE courses among VCOE students c. Extended School Year enrichment program at Gateway School emphasizing integration of career education and common core standards attainment via project--based learning will be provided. d. Educational services and transportation for approximately 38 students will be provided with LI, EL and Foster Youth receiving priority enrollment.	1000-1999: Certificated Personnel Salaries LCFF $28,000 1000-1999: Certificated Personnel Salaries LCFF $2,000 1000-1999: Certificated Personnel Salaries LCFF $24,000 5000-5999: Services And Other Operating Expenditures LCFF $7,000	1000-1999: Certificated Personnel Salaries LCFF $28,000.00 1000-1999: Certificated Personnel Salaries LCFF $3,480.76 1000-1999: Certificated Personnel Salaries LCFF $18,961.98 5000-5999: Services And Other Operating Expenditures LCFF $7,307.67

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Goal 1 - Action 3 VCOE will continue to provide credit recovery options to all students to ensure that they are better able to graduate on time. Options will include: On-line coursework through APEX and Canvas software programs, Independent Studies, Adult Education Enrollment, Community College Enrollment, Afternoon and Evening classes at VC Career Education Center	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $60,000	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $30,011.16
Goal 1 - Action 4 High School Equivalency test preparation and Administration a. Maintain sufficient staffing to administer HiSet b. Test preparation materials provided to student and provide staff training	1000-1999: Certificated Personnel Salaries LCFF $42,944 4000-4999: Books And Supplies LCFF $1,200	1000-1999: Certificated Personnel Salaries LCFF $47,248.42 4000-4999: Books And Supplies LCFF $2,800.00
Goal 1 - Action 5 Targeted support for EL students will include: a. A daily 40-minute intervention period in groups of 8-10 or less and for students in special education students will have individualized ELD IEP goal(s). b. Maintain curriculum and supplement instructional materials appropriate for long term English learners c. Professional Development in English Language Development (ELD) Standards and ELD teaching strategies	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $45,521 4000-4999: Books And Supplies Lottery $2,000 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $8,000	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $32,343.68 4000-4999: Books And Supplies Lottery $2,642.04 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $20,558.36

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Goal 1 - Action 6 Foster youth students will be provided three Foster Youth Liaisons and school counselor support to ensure student files, records and transcripts follow the students from school to school, and ensure the students are enrolled in the correct academic subjects. This counselor and Foster Liaisons will provide foster youth services to ensure students who qualify have access to AB216 requirements including the ability to graduate with 130 credits	State restricted foster youth and LCFF supplemental 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $400,000	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $408,492.57
Goal 1 - Action 7 VCOE Student Services and Human Resources will meet no less than monthly to monitor teacher assignments and staffing patterns to ensure there are no teacher misassignments and to plan for future staffing needs.	1000-1999: Certificated Personnel Salaries LCFF $5,000	No additional costs 1000-1999: Certificated Personnel Salaries LCFF $0.00

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The following describes how funds budgeted for Actions/Services in Goal 1 that were not implemented were used to support students, families, teachers and staff.

Funds budgeted and actions/services in Goal 1 Action 1A were expended and implemented.

Although the funds budgeted for Goal 1 Action 1B were not expended, the actions/services in Goal 1 Action 1B were implemented and all courses were aligned to California State Standards through the support of facilitated sessions by Educational Services content specialists specifically focusing on the History and Social Sciences.

Funds budgeted and actions/services in Goal 1 Action 1C were expended and implemented.

Funds budgeted and actions/services in Goal 1 Action 1D were expended and implemented.

Funds budgeted and actions/services in Goal 1 Action 1E were expended and implemented.

Funds budgeted and actions/services in Goal 1 Action 2A were expended and implemented.

Funds budgeted and actions/services in Goal 1 Action 2B were exceeded and implemented.

Although the funds budgeted for Goal 1 Action 2C were not expended, the actions/services were implemented. Due to COVID-19 and the costs for operating Extended School Year enrichment program at Gateway School which emphasizes integration of career education and common core standards attainment via project-based learning was reduced significantly. The reduced costs were attributed to the reduction of in-person student enrollment and increase of remote learning, hence decreasing projected costs.

Funds budgeted and actions/services in Goal 1 Action 2D were exceeded and implemented.

Although the funds budgeted for Goal 1 Action 3 were not expended, the actions/services in Goal 1 Action 3 were implemented and all students were provided credit recovery options through options such as on-line coursework through APEX.

Funds budgeted and actions/services in Goal 1 Action 4A were exceeded and implemented.

Funds budgeted and actions/services in Goal 1 Action 4B were exceeded and implemented.

Although the funds budgeted for Goal 1 Action 5A were not expended, the actions/services were implemented and targeted supports for EL students were provided during synchronous and asynchronous learning opportunities, including Designated ELD "office hours" to ensure each student had access to EL support.

Funds budgeted and actions/services in Goal 1 Action 5B were exceeded and implemented.

Funds budgeted and actions/services in Goal 1 Action 5C were exceeded and implemented. In light of distance learning, excess costs were attributed to expanding professional development to support teachers and paraeducators with implementing the EL Roadmap principles remotely (focusing on English Language Development standards, English Language Development Strategies, and engagement strategies for students who are English learners). Staff also participated in professional development on providing access strategies to improve math outcomes for all students with a focus on English Learners; EL Roadmap Professional Learning at student services branch meeting was facilitated by Student Services administrator with 20 Student Services administrators, VCOE team members participated in the CABE Annual Conference; Staff participated in training on "How to Write IEP Goals for EL Learners in New & Intermediate SIRAS". Resources from CDE Assessment Spotlights along with information from ELPAC trainings were also shared with administrators to support ELD instructional practices in the classroom.

Funds budgeted and actions/services in Goal 1 Action 6 were exceeded and implemented.
Specifically, transition meetings were facilitated with every Foster Youth that was enrolled. During these transition meetings eligible youth and their families/guardians/caregivers were advised of the tenets of AB 216 to support graduation. Additionally, Foster Youth who are seniors, are supported through the college-going process. Specifically, they are supported with the completion of FAFSA, CHAFFEE, and web-grant accounts.

Actions/services in Goal 1 Action 7 were implemented which included VCOE Student Services and Human Resources monitoring teacher assignments and staffing patterns throughout the year to ensure there were no teacher mis-assignments and to plan for future staffing needs. Hence, there were zero mis-assignments in 2019-20.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Although we all faced significant challenges as a result of the global pandemic, especially with the shift from in-person to distance learning, 2019-20 was a year when the VCOE team was unified more than ever. All staff were committed to ensuring that students continued to achieve growth in academic areas as evident in the quality training opportunities designed by our Technology Services and Educational Services teams for all staff and in the high participation rates in professional learning opportunities. However, a significant challenge we faced included poor internet connectivity in our most rural areas. Immediately upon discovering this barrier, our TS team deployed equipment to ensure all students had equitable access to ensure increased academic achievement. Our schools and programs serve unique populations in which in-person instruction promotes higher engagement and participation in academics.

Despite remote/distance learning, VCOE continued to increase the accessibility of the CA state standards and all courses were aligned to state standards and professional development was provided to teachers. The History/Social Studies curriculum was piloted and adopted for implementation. In addition, VCOE planned the 2020-21 pilot and adoption process for Science. The Gateway and Career Education Center staff reviewed individual student needs to ensure the most appropriate student scheduling. Notably, our goal for high school students participating in and completing Career Education courses was met. Credit recovery option were provided based on transcript analysis, and students completed credit recovery courses through programs such as APEX. Staffing was provided for the High School Equivalency (HSE) test and identified students successfully passed the HSE test. Targeted support for EL students was an area of focus and teachers provided differentiated instruction and designated ELD during allocated time on the master schedule to EL students and paraprofessionals provided individual assistance to all students including students who are English learners. While COVID-19 created many barriers, the steadfast efforts on behalf of our VCOE team ensured student access and achievement were not compromised.

Moreover, the VCOE Special Populations team provided support to ensure that educational services and transportation were provided to students identified as English learner, Foster Youth, and/or Socio-Economically Disadvantaged including Homeless Youth, as well as receiving priority enrollment. Upon enrollment student transcripts and records were reviewed to ensure appropriate placement in Language Instructional Programs and to determine language assessment needs as well as accurately updating our student

information system. The special populations department worked closely to support staff with ensuring that students were provided equitable access to academic, nutritional/health, transportation, social/emotional services and resources.

Goal 2

VCOE will enhance school safety and climate for students and staff in order to increase student engagement and success

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                  Priority 5: Pupil Engagement (Engagement)
                  Priority 6: School Climate (Engagement)
                  Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Student disciplinary referrals **19-20** The baseline for multi-tiered referral system for student behavior, academics, and social-emotional needs is 153 referrals at Gateway and 1135 referrals at Phoenix. **Baseline** There were 329 discipline referrals in 2016-17	Student disciplinary referrals at Gateway, 149 Student disciplinary referrals at Phoenix, 608 Outcome Met
Metric/Indicator Student suspension **19-20** Decrease by 1% from prior year from 25 to 24 at Gateway. Reduce by 1% at Phoenix from 30 to 29. **Baseline** There were 54 total suspensions in 2016-17	Student suspensions at Gateway, 8 Student suspensions at Phoenix, 8 Outcome Met
Metric/Indicator Student attendance **19-20**	Student attendance rates: Gateway Community School 70.79% in 2019-20 Outcome Not Met

Expected	Actual
Increase by 3.9% from prior year to 79.15% or better Student Attendance Rate was 75.56% in 2017-18 and is 75.24% in 2018-19 at Gateway **Baseline** Attendance rate was 76.15%	
Metric/Indicator Chronically absent students **19-20** Decrease by 7% from 64.9% to 60.3% or less **Baseline** 44.2% of students were identified as chronically absent students.	52% Outcome Met
Metric/Indicator Facility Inspection Tool (FIT) **19-20** Scores maintained at 98% or higher **Baseline** Scores maintained at 98% or higher	All sites are at 100% Outcome Met
Metric/Indicator Behavior Support Services **19-20** Sessions will continue to increase by 2%, from 1604 in the prior year to 1636. Baseline established from 2017-2018 established at 1544. Sessions were increased from the prior year from 1544 to 1604 in 2018-19 **Baseline** Contracts will be increased by 3% from the prior year	Sessions were decreased from 1604 to 1375 in 2019-20 Outcome Not Met

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Goal 2 - Action 1 VCOE will work to increase student engagement, attendance and pro social attitudes by implementing restorative practices such as: a. Alternatives to suspension through the use of Behavioral Health service, Behavioral Plans, community service, and restorative discipline treatment plans. b. Increase service hours provided through health and counseling services contracts by 3% from prior year c. Provide training in restorative discipline practices; trauma informed care; positive behavior supports and alternative means of correcting behavior to 10 additional staff members d. Maintain fulltime position for Restorative Justice Resource Teacher and participate in the Thrive truancy/attendance countywide program e. Implement Social--Emotional Learning supplemental curriculum in Personal Development Courses (School Connect)	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $80,000 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $3,500 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $1,200 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $139,072 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $2,058 4000-4999: Books And Supplies LCFF Supplemental and Concentration $3,500	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $79,729.68 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $3,500.00 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $10,427.27 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $80,864.72 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $0.00 4000-4999: Books And Supplies LCFF Supplemental and Concentration $14,720.39
Goal 2 - Action 2 VCOE will work to increase School Safety by: a. Providing a full time Ventura County Probation Officer at Gateway b. Contract with locally approved vendor for no less than two inspections per month at Gateway and Phoenix	5000-5999: Services And Other Operating Expenditures LCFF $100,000 5000-5999: Services And Other Operating Expenditures LCFF $9,000 1000-1999: Certificated Personnel Salaries LCFF $8,000	5000-5999: Services And Other Operating Expenditures LCFF $70,592.92 5000-5999: Services And Other Operating Expenditures LCFF $5,940.00 1000-1999: Certificated Personnel Salaries LCFF $8,001.01

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
c. Providing bus aides in support of safety at Gateway d. Investing in Professional Development and materials in support CHAMPS Positive Behavioral Supports and NCPI in all VCOE Schools e. Maintain a full time Behavioral support position at Gateway f. Modify or improve school facilities as necessary for increased safety	5000-5999: Services And Other Operating Expenditures LCFF $5,000 1000-1999: Certificated Personnel Salaries LCFF $66,000 4000-4999: Books And Supplies LCFF $25,000	5000-5999: Services And Other Operating Expenditures LCFF $22,629.13 1000-1999: Certificated Personnel Salaries LCFF $65,856.77 4000-4999: Books And Supplies LCFF $6,076.82
Goal 2 - Action 3 VCOE will maintain counselor positions with a ratio of no more than 150:1 to meet the academic and socio-emotional needs of all students a. Maintain full time Counselor at Gateway Community School b. Maintain counseling services at Providence Court School and expand services provided by this employee to diploma track high school students in special education settings as well	1000-1999: Certificated Personnel Salaries LCFF $132,428 1000-1999: Certificated Personnel Salaries LCFF $97,773	1000-1999: Certificated Personnel Salaries LCFF $132,571.35 1000-1999: Certificated Personnel Salaries LCFF $96,665.12
Goal 2 - Action 4 VCOE will implement an incentive program to increase student engagement and address high rates of absenteeism. The program may include Pro Social activities such as: a. Lunch and afterschool activities b. Opportunities for Service Learning and volunteering	4000-4999: Books And Supplies LCFF Supplemental and Concentration $2,000 4000-4999: Books And Supplies LCFF Supplemental and Concentration $2,000 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $2,000	4000-4999: Books And Supplies LCFF Supplemental and Concentration $4,006.05 4000-4999: Books And Supplies LCFF Supplemental and Concentration $2,000.00 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $0.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
c. Culturally relevant guest speakers on person motivation and career readiness d. Field trips to universities, museums and other educational venues e. Purchase of student incentives, awards and materials and supplies to honor student accomplishments f. Instructional materials and technology to support high interest student projects g. Wellness Center to promote student engagement in maintaining and improving physical fitness and healthy lifestyle choices	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $2,000 4000-4999: Books And Supplies LCFF Supplemental and Concentration $2,000 4000-4999: Books And Supplies LCFF Supplemental and Concentration $2,000 Services and Supplies 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $2,000	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $1,663.77 4000-4999: Books And Supplies LCFF Supplemental and Concentration $7,287.76 4000-4999: Books And Supplies LCFF Supplemental and Concentration $647.12 Services and Supplies 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $89.62
Goal 2 - Action 5 Maintain facilities in good repair. a. Paving - Phoenix Airport School b. Paving - Moorpark Phoenix / ACCESS Schools c. Security enhancements	5000-5999: Services And Other Operating Expenditures LCFF $60,000 5000-5999: Services And Other Operating Expenditures LCFF $100,000 5000-5999: Services And Other Operating Expenditures LCFF $60,000	5000-5999: Services And Other Operating Expenditures LCFF $129,299.52 5000-5999: Services And Other Operating Expenditures LCFF $10,612.50 5000-5999: Services And Other Operating Expenditures LCFF $14,605.21
Goal 2 - Action 6 Foster Youth students will be provided counseling and information regarding AB216 and AB490 provisions. Foster Youth will receive priority enrollment in career education classes and supplemental programs.	Expense included in goal 1, action #6	Expense included in goal 1, action #6

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The following describes how funds budgeted for Actions/Services in Goal 2 that were not implemented were used to support students, families, teachers and staff.

Although the funds budgeted for Goal 2 Action 1A were not expended, the actions/services in Goal 2 Action 1A were implemented. Notably, the baseline for multi-tiered referral system for student behavior, academics and social-emotional needs in 2018-19 was 1135 referrals at Phoenix and 153 referrals at Gateway. In 2019-20, there were 608 referrals at Phoenix and 149 referrals at Gateway, reflecting a decrease in student disciplinary referrals.

Funds budgeted and actions/services in Goal 2 Action1B were expended and implemented.

Funds budgeted and actions/services in Goal 2 Action1C were exceeded and implemented.

Although the funds budgeted for Goal 2 Action 1D were not expended, the actions/services in Goal 2 Action 1D were implemented through the maintained part-time position.

Funds budgeted and actions/services in Goal 2 Action1E were exceeded and implemented.

Although the funds budgeted for Goal 2 Action 2A were not expended, the actions/services in Goal 2 Action 2A were implemented. The cost of a Probation Officer decreased in salary; due to COVID, hours were reduced.

Although the funds budgeted for Goal 2 Action 2B were not expended, the actions/services in Goal 2 Action 2B were implemented. Specifically, VCOE contracted with Gold Coast Canine, a locally approved vendor, for no less than two inspections per month at Gateway and Phoenix. However, due to the COVID-19 pandemic all campuses were closed beginning in March. Therefore the spring inspections were cancelled.

Funds budgeted and actions/services in Goal 2 Action 2C were expended and implemented.

Funds budgeted and actions/services in Goal 2 Action 2D were exceeded and implemented.

Although the funds budgeted for Goal 2 Action 2E were not expended, the actions/services in Goal 2 Action 2E were implemented through the maintained full-time position of a Behavior Support Specialist.

Although the funds budgeted for Goal 2 Action 2F were not expended, the actions/services in Goal 2 Action 2F were implemented. Notably, as evident in our FIT and SARC reports, the School Facility Conditions and Planned Improvements reflect overall exemplary ratings.

Funds budgeted and actions/services in Goal 2 Action 3A were exceeded and implemented

Although the funds budgeted for Goal 2 Action 2B were not expended, the actions/services in Goal 2 Action 2B were implemented and counseling services provided through two maintained positions.

Funds budgeted and actions/services in Goal 2 Action4A were exceeded and implemented.

Funds budgeted and actions/services in Goal 2 Action 4B were expended and implemented.

The funds budgeted for Goal 2 Action 4C were intended for services that were calendared for the Spring of 2020. Due to school closures the scheduled in-person events had to unfortunately be canceled and the funds were not expended for the actions/services in Goal 2 Action 4C however, during Zoom meetings, staff worked closely to promote a safe virtual climate that was engaging and motivating for students while navigating a completely new way of learning.

Although all funds budgeted for Goal 2 Action 4D were not expended due to closures, the actions/services in Goal 2 Action 4D were implemented students had an opportunity to participate in field trips to local educational venues.
Funds budgeted and actions/services in Goal 2 Action 4E were exceeded and implemented.
Although the funds budgeted for Goal 2 Action 4F were not expended, the actions/services in Goal 2 Action 4F were implemented. Since we were not in-person, purchasing high interest student project materials that were expected to be consumed decreased since our spring semester was virtual.
The funds budgeted for Goal 2 Action 4G were not expended since the Wellness Center was not accessible due to school closures however staff conducted on-going wellness checks with students during Zoom sessions and phone calls with students.

Funds budgeted and actions/services in Goal 2 Action 5A were exceeded and implemented.

Due to the closure of the Moorpark Phoenix program, all funds budgeted for Goal 2 Action 5B were not expended.

Although the funds budgeted for Goal 2 Action 5C were not expended, the actions/services in Goal 2 Action 5C were implemented. As evident in our FIT and SARC reports the School Facility Conditions and Planned Improvements reflect overall exemplary ratings.

Goal 2 Action 6 is connected to Goal 1 Action 6. As previously noted, funds budgeted and all actions/services were exceeded and implemented. Foster Youth students were provided services as outlined in AB216 and AB490 provisions, ensuring the rights of Foster Youth were maintained.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

VCOE serves a unique population, we are all committed to supporting their growth and success and ensuring reengagement in their educational experience. All of the funds aligned to Goal 2 were allocated to enhance school safety and climate for students and staff in order to increase student engagement and success. However, due to school closures many of the funds were not expended due to the shift to a virtual environment. Our team was challenged with learning how to pivot to ensure a safe climate was maintained in a virtual environment. Examples that illustrate the successes during this time of transition include the priority enrollment for Foster Youth in career education classes as well as access to supplemental programs/resources to promote a college-going culture such as the continued increase in the completion of the FAFSA/CHAFEE/Webgrant application process. Additionally, the staffing support provided by the Restorative Justice Teacher, Probation Officer, Counselor, Transitions Specialist and Behaviorist also made a significant impact on promoting school safety and climate during in-person instruction.

Positive Behavioral Interventions and Supports, alternative means of correcting behavior and restorative practices continued to contribute to the reduction in conduct referrals and suspensions. The number of unduplicated student suspensions decreased by at Gateway, from 25 unduplicated suspensions 2018-19 and 8 unduplicated suspensions in 2019-20.

Additionally, there was a decrease in the number of unduplicated student suspensions at Phoenix, from 30 unduplicated suspensions in 2018-19 and 8 unduplicated suspensions in 2019-20.

The attendance rate at Gateway was 75.24% in 2018-19 and 70.79% in 2019-20. The rate of attendance decreased and did not improve as planned at Gateway. The attendance rate is a challenge and is an area for growth in the coming year.

Lastly, Chronic Absenteeism will continue to be an area of focus even though this goal was met.

Goal 3

VCOE will increase collaborative partnerships with parents, community members, and county service providers to support student success

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 3: Parental Involvement (Engagement)
	Priority 4: Pupil Achievement (Pupil Outcomes)
	Priority 6: School Climate (Engagement)
	Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)
Local Priorities:	

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Number of Representatives attending English Learner Parent Advisory Committee **19-20** Maintain minimum of 10 parent representatives **Baseline** Maintain minimum of 6 parent and community representatives	Number of Representatives fluctuated throughout the year between 2 - 19. Outcome Met
Metric/Indicator Number of Representatives attending School Site Council **19-20** Maintain minimum of 10 parent representatives **Baseline** Maintain minimum of 6 parent and community representatives	Gateway had one parent attend School Site Council meetings. Outcome Not Met
Metric/Indicator Number of school/community sponsored activities **19-20** Hold a minimum of 14 school/community sponsored activities **Baseline**	14 parent nights, inclusive of Back to School Night, Open House, and Science Night Outcome Met

Expected	Actual
Hold a minimum of 8 school/community sponsored activities	
Metric/Indicator Dollars spent on Behavioral Health Services **19-20** Increase dollars spent on Gateway campus by 2% from prior year **Baseline** $92,580 is the total spent in 2016-17 for SELPA, VCBH contracts	The goal is to increase by 2% from $88,200 spent in 2018-19; $19,009.04 was spent in 2019-20. Outcome Not Met
Metric/Indicator Number of completed LCAP stakeholder surveys **19-20** Increase # of completed surveys by 2% from prior year **Baseline** 660 completed surveys collected Spring 2017 for 2017-18 LCAP	285 LCAP Stakeholder Surveys completed Outcome Not Met

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Goal 3 Action 1 Enhanced outreach to parents through: a. Maintain automated call out system, communication home in English and Spanish. b. Maintain translation services at 1.5 positions and implementation of enhanced outreach including teleconferencing and holding parent meetings out in the communities we serve. c. Communications Director and Principal increased Web presence and Social Media presence highlighting VCOE school events and programs	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $500 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $80,000 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $10,000	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $500.00 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $101,766.25 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $11,983.47

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Goal 3 - Action 2 Resources for school functions will be enhanced to include transportation, family service classes, and refreshments	5000-5999: Services And Other Operating Expenditures LCFF $5,000	5000-5999: Services And Other Operating Expenditures LCFF $5,698.20
Goal 3 - Action 3 VCOE will provide support services aimed at increasing parental involvement including: a. Fall Transition Fair (Career Education Center/SELPA), bilingual parenting classes, planning meetings and translation services will be provided at all Open House, Back to school night, and other special occasions and events. b. Students in need of individual and family services will be identified by the counseling staff and prioritized for access to community services on campus during, and after school. c. Referrals will be made to appropriate community based agencies in support of students and families on an as needed basis.	1000-1999: Certificated Personnel Salaries LCFF $37,000 1000-1999: Certificated Personnel Salaries LCFF $2,000 1000-1999: Certificated Personnel Salaries LCFF $2,000	1000-1999: Certificated Personnel Salaries LCFF $48,550.74 1000-1999: Certificated Personnel Salaries LCFF $2,951.36 1000-1999: Certificated Personnel Salaries LCFF $19,009.84
Goal 3 - Action 4 Collaboration will be strengthened through participation in collaborative meetings with Community -Based Agencies, Ventura County Behavioral Health, and Ventura County Probation Department a. Maintain VCOE attendance at meetings and participation with community service organizations and social services b. Implement oversight and monitoring plan for AB 2276 transition services	Restricted state foster youth 5000-5999: Services And Other Operating Expenditures LCFF $2,000 Restricted state foster youth 1000-1999: Certificated Personnel Salaries LCFF $5,000	Restricted state foster youth 5000-5999: Services And Other Operating Expenditures LCFF $1,379.85 Restricted state foster youth 1000-1999: Certificated Personnel Salaries LCFF $5,000.00

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Overall funds budgeted for Actions/Services in Goal 3 were expended and exceeded to ensure implementation of appropriate supports for students, families, teachers, and staff as we transitioned from in-person instruction to remote/distance learning

A description of the successes and challenges in implementing the actions/services to achieve the goal.

VCOE values parent involvement and continued to provide multiple opportunities for community events with parent participation. Site administration used the automated all-call system to notify and remind parents of upcoming events. Translators provided bilingual phone calls to our Spanish-speaking families as well. A translator was always available for IEP meetings and parent phone calls as needed. Office staff at Gateway are bilingual and able to communicate effectively with families.

We experienced great success with Back to School Nights at Gateway, Phoenix and Triton, with positive turn-out. Parents appreciated the opportunity to meet the staff and see the classrooms outside of the school day including Open House.Translators were provided for families at these events. Food and refreshments were provided for families at evening events such as Science night and approximately 14 parent nights.

Parent participation on DELAC and School Site Council committees was historically a challenge. Factors in low participation at meetings included challenges such as parent work schedules, transportation, and child-care. However, the challenge of school closures was a great opportunity for our team to be innovative with addressing how to increase parent engagement despite the aforementioned. Open Houses and other meetings were facilitated to maintain connections and partnerships. Although this was previously a challenge, we experienced great success with increasing collaborative partnerships with parents, community members, and county service providers to support student success. For example, the number of families who traditionally were unable to attend meetings due to transportation/day care challenges increased from 2 to 19 since they were able to participate virtually.

Not being in person impacted the dollars spent on Behavioral Health Services, however, all sites continued to collaborate with community agencies in an ongoing effort to support students. Agency collaboration included Probation, Special Education Director meetings, Program and Personnel Development meetings, Ventura County Behavioral Health (VCBH), Ventura County Human Services Agency, Student Services Collaborative, Court Appointed Special Advocates, Interface, and many others. The Court and Community schools Induction/Transition Specialists met with families at district sites to support families and ensure the transition back to the home district was smooth and students were able to re-enroll immediately.

The positive parent feedback regarding community events is evidence that they appreciated the opportunity to attend the events in person and virtually. Gateway staff continued to focus on the transition partnership with probation, supporting youth attending Gateway. We continued to support students and assisted them in transitioning back to their district school and community.

Our county schools have the privilege of supporting students with unique needs and Chronic Absenteeism continued to be an area of focus. Working collaboratively with community agencies (probation, VCBH) to support families and students had a positive impact on attendance. Parent involvement continued to be a priority and during in-person instruction their involvement had a direct impact on student attendance and behavior at school. Parent involvement during remote/distance learning also increased student attendance/engagement.

The COVID-19 pandemic posed a significant challenge to many of our families which prompted VCOE to immediately convene a Social Justice Task Force to ensure access and equity to the actions and services detailed in this goal as well as other goals in this plan.

Goal 4

VCOE will provide Ventura County expelled youth, a rigorous academic environment, while providing rehabilitation services and social--emotional support

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
                      Priority 5: Pupil Engagement (Engagement)
                      Priority 6: School Climate (Engagement)
                      Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Number of sessions of Socio--Emotional and rehabilitative Counseling Services provided to expelled youth **19-20** Number of sessions of Socio--Emotional and rehabilitative Counseling Services provided to expelled youth will be increased by 2% from prior year (1,575 to 1,606) **Baseline** 704 Counseling sessions were provided to expelled youth during 2016-17 school year.	1,428 Outcome Not Met
Metric/Indicator Number of school days required to transition students to Gateway Community School from prior placement – measured by date of received referral packet to first day of attendance **19-20** Number of school days required to transition students to Gateway Community School from prior placement to be improved upon by no fewer than 2 days on average from prior year (from 22 to 20)	Average number of days required to transition was 12 days. Outcome Met

Expected	Actual
Baseline Baseline will be established in the current year based on internal audit of transition timelines for each student	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Goal 4 - Action 1 Social-emotional and rehabilitative Counseling Services will be provided to expelled students as appropriate. Counseling services contracts will be increased as needed.	expenditures in goal #2 action 1	expenditures in goal #2 action 1
Goal 4 - Action 2 Transportation will be provided to all expelled students attending Gateway Community School.	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $197,000	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $208,553.83
Goal 4 - Action 3 VCOE will maintain two full time transition specialists (support position). This position will facilitate communication and collaboration among school districts, COE, and Ventura County Probation including implementation of the MOU with VCOE probation relating to AB 2276	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $95,061.09 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $159,691.33	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $257,041.36 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration
Goal 4 - Action 4 Actions and services detailed in Goal 1, actions 2, 3 and 4, will be used to support increased graduation rate and HiSet passage rate for expelled youth.	Expense included in Goal 1, actions 2,3,4	Expense included in Goal 1, actions 2,3,4

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Goal 4 - Action 5 VCOE will ensure the timely transition of students to Gateway Community School: a. Induction/Transition Specialist will maintain daily record and timeline of referrals received, dates approved, contacts home, and student's start date. b. Principal and Induction/Transition Specialist will meet regularly, at least once a week, to review data from internal records and any pending referrals. c. Feedback on the referral process will be collected annually from partnering school districts. Feedback will be incorporated to improve the referral process. d. Monthly report will be provided to Associate Superintendent to include number of days for all transitions to date for the year.	1000-1999: Certificated Personnel Salaries LCFF $2,500 1000-1999: Certificated Personnel Salaries LCFF $2,500 1000-1999: Certificated Personnel Salaries LCFF $2,500 1000-1999: Certificated Personnel Salaries LCFF $2,500	1000-1999: Certificated Personnel Salaries LCFF $2,500.00 1000-1999: Certificated Personnel Salaries LCFF $2,500.00 1000-1999: Certificated Personnel Salaries LCFF $2,500.00 1000-1999: Certificated Personnel Salaries LCFF $2,500.00

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds budgeted for actions/services in Goal 4 were expended and exceeded to ensure implementation of appropriate supports for students, families, teachers, and staff as we transitioned from in-person instruction to remote/distance learning.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Although the number of projected counseling sessions was not met due to remote/distance learning. Staff efforts to provide appropriate support included reaching out to students and families via home visits to ensure educational access as well as supporting their social-emotional well-being. Specifically, instructional and technology materials were distributed to all students.

A prior area of growth included the number of transition days from a prior placement to Gateway. Through the successful collaborative efforts between agencies and the LEAs we serve, the transition goal was met through immediate placement of students.

Although we faced many challenges during the Spring of 2020, strategies to increase daily student contact and engagement during distance learning were employed by staff such as daily check-ins by teachers of record, follow-up phone calls with any absent students, and on-going monitoring of every student to assess needs such as instructional, technology, social-emotional, health, and nutrition were employed to ensure student success.

Goal 5

VCOE will coordinate services county-wide to help provide Ventura County Foster Youth with access to stable school environments, rigorous academic programs and social emotional support

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
                      Priority 10: Foster Youth – COEs Only (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Percentage of LEA's accessing Foster Focus Data sharing system **19-20** Maintain 100% of all LEAs **Baseline** Currently accessible to 80% of all LEAs	100% of all LEAs Outcome Met
Metric/Indicator Percentage of Foster Youth transferring schools – mobility rate **19-20** Percentage of Foster Youth transferring schools will decrease by 1% from 19% to 18% in the prior year **Baseline** Student mobility rate among Foster Youth established by CDE in Spring/Summer of 2017	35% of Foster Youth transferred schools Outcome Not Met
Metric/Indicator # of LEA's accessing Foster Youth Data portal established with VC Human Services Agency (HSA) **19-20** Currently in development	No longer measured

Expected	Actual
Baseline No longer measured	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Goal 5 - Action 1 a. VCOE will maintain 3 foster youth liaisons (support position) to ensure student files, records and transcripts follow the students from school to school, and ensure the students are enrolled in the correct academic subjects. This liaison will also provide direct services to foster youth to ensure students who qualify have access to AB 216 requirements b. VCOE will continue to Maintain the Foster Focus Data sharing platform which serves educational agencies, VC HSA, VC Probation and the juvenile courts	Expense included in goal 1 action 6	Expense included in goal 1 action 6
Goal 5 - Action 2 a. VCOE is represented at the Children's Review Panel /Children's Services Oversight Committee CPR/CSOC and the Interagency Placement Expansion Review Committee (IPERC). Both are quarterly Foster Youth meetings maintained and facilitated by the County of Ventura Human Services Agency. b. VCOE facilitates the quarterly, countywide, Foster Youth Executive Advisory Committee (EAC) for all VC LEA's. c. Providing supplies and copies for meetings d. Relevant Profession Development facilitated including: Trauma Informed Practice for Schools (TIPS), Annual Legal Updates,	Restricted state funds foster youth, LCFF 5800: Professional/Consulting Services And Operating Expenditures LCFF $500 Restricted state funds foster youth, LCFF 5800: Professional/Consulting Services And Operating Expenditures LCFF $5,000 Restricted state funds foster youth, LCFF 4000-4999: Books And Supplies LCFF $500 Restricted state funds foster youth, LCFF 5800:	Restricted state funds foster youth, LCFF 5800: Professional/Consulting Services And Operating Expenditures LCFF $6.96 Restricted state funds foster youth, LCFF 5800: Professional/Consulting Services And Operating Expenditures LCFF $694.12 Restricted state funds foster youth, LCFF 4000-4999: Books And Supplies LCFF $6,325.49 Restricted state funds foster youth, LCFF 5800:

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Enrollment and Records Considerations for Foster Youth, Commercially Sexually Exploited Children, Cyberbullying, Court Appointed Special Advocates, Children Family Services Emergency Response and LGBTQ Sensitivity and Awareness.	Professional/Consulting Services And Operating Expenditures LCFF $12,900	Professional/Consulting Services And Operating Expenditures LCFF $36,032.75
Goal 5 - Action 3 VCOE will continue to work collaboratively with local school districts and Ventura County Probation and Human Services Agency to implement the plan developed in 2017--18 to continue to transport Foster Youth to their respective schools of origin in a consistent manner when is determined to be in the Foster Youth's best interest.	Restricted state funds foster youth, LCFF 4000-4999: Books And Supplies LCFF $2,000	Restricted state funds foster youth, LCFF 4000-4999: Books And Supplies LCFF $3,458.74

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The following describes how funds budgeted for Actions/Services in Goal 5 that were not implemented were used to support students, families, teachers and staff.

Although the funds budgeted in Goal 5 Action1A-B were not expended due reduced costs associated with a retirement. However, the actions/services were implemented through 2 maintained positions. A critical resource VCOE provided to maintain student records, fulfill records requests, and ensure the students were enrolled in the correct academic subjects was a .3FTE additional foster youth liaison. The liaisons provided technical assistance and support to districts to ensure all eligible foster youth were offered AB 216 graduation rights. Liaisons provided school related information upon request to social workers conducting emergency investigations. Moreover, VCOE maintained Foster Focus, a data sharing platform, which serves educational agencies countywide. VCOE also worked closely with VC Probation, VC Human Services Agency (HSA), and juvenile courts to ensure regular and timely data matching within Foster Focus.

Although the funds budgeted for Goal 5 Action 2A-B were not expended due to COVID-19 and no longer being able to meet in person, the actions/services were implemented virtually however the costs associated with facilitating face-to-face were no longer applicable.

It is important to note that the Children's Services Oversight Committee/Children's Review Panel is no longer in existence as of 2019, however, VCOE continued to participate in Interagency Placement Expansion Review Committee (IPERC) in quarterly meetings.

VCOE also continued to facilitate quarterly countywide Executive Advisory Council (EAC) meetings for all VC LEAs, VC Probation, VC HSA, and community partners.

Lastly, funds budgeted in Goal 5 Action 2C-D and Action 3 were exceeded and implemented.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The following is a description of relevant challenges and successes in implementing the actions/services to achieve the goal.

VCOE was reduced from 3 FTE foster youth liaisons/Coordinators to 2.3 FTE Coordinators. However, we were able to supplement with the addition of a Data Control Specialist to provide additional support mid-year. VCOE was able to utilize two consultants to assist foster youth seniors with the completion of the FAFSA, Chafee grant, and Cal Grant applications. A challenge to full utilization of Foster Focus is ensuring all district Liaisons are properly trained and accessing the system as intended. District Liaisons are encouraged to share information from the data system with appropriate site staff. VCOE has had tremendous success in offering an assortment of trainings and workshops for a variety of participants, including school administrators and line staff, probation staff, resource families, child welfare, and partner agencies. EAC meetings are well attended by a variety of stakeholders; however, it has been challenging for the child welfare agency to send representation. We will continue to outreach to that agency to secure an ongoing Liaison who will attend meetings regularly. VCOE has continued success in providing TIPS training to a variety of school districts and partner agencies, as well as collaborating across branches in offering the training. New workshops and professional development opportunities have been made available that expand the awareness of trauma as well as offer strategies for reducing barriers to academic progress.

VCOE has had continued success in offering transportation to school of origin for foster youth who change placements and would otherwise be unable to remain stable. In 2019-20, 295 of the 451 Foster Youth, 65% remained in their school of origin.

Unique to this year, there was unusual number of new liaisons that required training to get started in their positions.

So far this year, VCOE has provided transportation to school of origin for 51 foster youth. There have been 3 EAC meetings (with one remaining). 9 TIPS trainings have been offered throughout the county. VCOE has provided 20 hours of pre-certification training for resource families.

As reflected in statewide dashboard data, it is imperative that VCOE continues to offer direct and local support to districts and students to improve dashboard indicators for foster youth. The FYSCP is adding a data control specialist to provide additional support to districts and county partners in maintaining and accessing data.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
IP 1 Ensure safe school and work environments following all Health Department Protocols	$50,000.00	$52,478.83	No
IP 2 provide multi-tiered level of mental health (social and emotional) services including screening, assessments, direct services, and referrals to community resources including Foster Youth, English learners, and low-income students	$425,291.46	$417,692.41	Yes
IP 3 provide multi-tiered level of academic support including daily check ins, on-going assessments, and supplemental supports including Foster Youth, English learners, and low-income students	$915,654.70	$928,003.63	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

There were not any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Gateway Community School followed all Ventura County Public Health protocols to ensure the safety of all students and staff during the COVID-19 pandemic.

Staff checked in with students, including Foster Youth, English Learners, and low-income including youth experiencing homelessness daily to ensure access to multi-tiered levels of mental health and academic support based on each students needs.

For example, students were referred to counseling services to ensure their social-emotional well-being as needed. Social-emotional specialists offered mental health services, screening, assessments, and direct services virtually and in-person. Students also participated in a personal development class in which the social-emotional curriculum is integrated and the primary focus.

Through the on-going virtual and in-person approaches to ensure access to the curriculum and social-emotional support, our staff was able to immediately assess and address student needs.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

In June of 2020, Gateway Community School successfully implemented a summer session while ensuring adherence to the Ventura County Public Health COVID-19 safety protocols. At the onset of 2020-21 academic year which began August 12th, our county was still required to follow all COVID-19 safety restrictions. Hence, 100% of instruction occurred through a distance learning format. However, on March 29, 2021, Gateway Community School returned to in-person learning. The following describes the success and challenges in implementing in-person instruction during the 2020-21 school year.

Although facilitating instruction through daily synchronous and asynchronous instruction was initially challenging, staff was committed to learning new strategies such as use of technology, engagement, to ensure the implementation of rigorous instruction to all students including English Learners, homeless, foster, low-income, and students with special needs. For example, teachers ensured that all students had equitable access to rigorous curriculum and facilitated instruction through Zoom, Google classroom, and instructional packets and included the following: rigorous and robust online /in-person learning environment; daily lessons that included critical thinking and logic; engaging assignments which staff provided immediate feedback to support academic progress; standards-based lessons utilizing VCOE Board adopted and supplemental curriculum/resources including designated and integrated English language development; enhanced instruction for English learners and students with unique needs to ensure that all students had access to a full curriculum and continuity of instruction.

Interaction, instruction, and check-ins between teachers and students through the use of a computer or communication technology.

On-going monitoring and follow-up of student well-being and academic progress.

Individual remote meetings with students to review student transcripts, individual learning plans, student progress, and attendance.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
DL 1 Increase technology access for all staff, students, and parents/guardians especially for English Learner, Low Income, and Foster Youth; this includes conducting a needs assessment, devices for students, devices for staff, hot spots, and other technology. (chrome books, mifi devices, laptops, expanded Zoom licensing, and Career Education Course (school to career online textbooks and resources)	$328,397.98	$447,448.00	Yes
DL 2 Provide Education Technology support to assist teachers, parents, and students with distance learning needs	$70,212.98	$70,759.99	Yes
DL 3 Improve communication with families, including a tool for staff to communicate with families	$179,933.70	$181,787.77	Yes
DL 4 Provide oversight with the overall program and support to ensure students are attending and have access to a full curriculum of substantially similar quality regardless of the method of instruction	$526,019.75	$530,342.80	Yes
DL 5 Provide access to curriculum/instruction and social/emotional resources, supports, and services	N/A Amount listed in IP 2-3	$0.00	Yes
DL 6 Provide Spanish speaking parents/guardians/families support/training/workshops focusing on leadership development (Parent Engagement: Helping Your Child Achieve Academic Success and Understanding the U.S. System of Education and Accountability) CABE Project 2 Inspire	$6,500.00	$6,500.00	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

The substantive difference between the planned actions and/or budgeted expenditures for the distance learning program included the increase in expenditures associated with providing the necessary technology as noted in DL 1 in comparison to the projected costs. Notably, VCOE provided technology devices to ensure access and connectivity to each student including English Learners, homeless, foster, low-income accessed the curriculum.

There was no substantive difference with the implementation of all other actions in this goal.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

To ensure continuity of instruction during distance learning and in-person instruction our staff quickly adapted to a new way of teaching and learning. The shift in practices was supported through professional development opportunities provided by our Technology and Educational Services teams. Additionally, VCOE was deliberate in recognizing the social-emotional well-being of staff during the COVID-19 pandemic. On May 24, 2021, all stakeholders had the opportunity to participate in the VCOE Equity Conference, specifically, a session by Ricky Robertson. In his session, Ricky Robertson discussed educator well-being and classroom effectiveness. He explored ways that staff can care for their well-being during this challenging time.

VCOE expeditiously to action to ensure access to devices and connectivity and purchased devices for all students and staff as needed. Gateway successfully distributed the devices to all students to ensure successful participation in school. Staff used every possible creative mechanism to contact and connect with students daily through Zoom, Google classroom, phone, text, and home visits. Promoting pupil participation and progress was a challenge that our team immediately worked to address by exploring and implementing a variety of methods to communicate with students that resulted in staff continuing to successful connection and monitoring of students.

Over this last year, roles and responsibilities for our staff shifted. For example the Director of Alternative Education, teachers, and paraeducators, conducted home visits regularly. Although home visits would occur pre-pandemic, the frequency of home visits increased. During the home visits, staff distributed technology, assist students with technology, distribute packet work, meet with parents to sign individualized learning plans (IEPs), and discuss attendance.

Lastly, VCOE provided Spanish speaking parents/guardians/families support/training/workshops focusing on leadership development and strategies to support their student especially for English learners and pupils with unique needs.

Stakeholders provided feedback regarding the opportunities detailed in this goal and requested expanding upon these actions in the upcoming year.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
LL 1 Staff members will participate in professional learning sessions/trainings facilitated by Educational Technology (District Pulse) and Educational Services. The training sessions will focus on data analysis for unduplicated pupils. Staff will provide differentiated instruction and a multi-tiered system of support especially for English learner, Low Income, Students with Disabilities and Foster Youth. English Language Development Training: Supporting the design and implementation of designated and integrated ELD including purposeful integration of education technology during distance learning.	$236,465.00	$205,432.63	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

There was an ~$31,000 substantive difference between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.
We did not expend all projected funds given that many of our staff members participated in professional learning sessions/trainings. Although on-going professional learning opportunities were provided focusing on data analysis for unduplicated pupils, some team members had already become proficient prior to the implementation of this plan.

Although all funds were not expended all actions in LL 1 I were fully implemented.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Challenges associated with addressing Pupil Learning Loss in the 2020-21 school year included addressing student attendance and engagement. However, staff implemented a variety of strategies including daily contact through Zoom, Google classroom, phone, text, home visits, and in unique situations, transported student(s) to/from school if the regular transportation pick-up was missed.

Students benefited from the successful implementation of differentiated instruction, a multi-tiered system of support, and purposeful integration of educational technology, especially for our At-Promise youth as evident in the 90.9% of seniors that graduated from Gateway.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

A significant challenge was learning how to support students during these unprecedented times which led to increased requests for support in coping with social isolation, depression, and suicidal ideation. Through the support of our TS team, staff was immediately alerted of "high risk keywords" being communicated by students through school issued devices.

Successes in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year included on-going access and participating in counseling services as needed. Specifically, services provided by Social-emotional specialists included mental health services, screening, assessments, and direct services virtually and in-person.

Additionally, students participated in a personal development class in which social-emotional curriculum was integrated and equipped students with strategies that promote overall well-being. Notably, staff successes include centralizing social emotional supports and resources for staff on our VCOE website and keeping weekly communication open through weekly newsletters that included mindfulness and wellness resources. One of the biggest challenges in providing social emotional support to our staff was the fact that many of our team members were working remotely and the daily in-person, informal interactions and check-ins we had relied on previously were now limited to the virtual setting. Also, the focus of many staff members was on transitioning to a remote learning environment which for many people left minimal time to focus on self-care and social emotional needs.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Pupil and family engagement and outreach in the 2020-21 school year proved to be an area in which our team experienced great success. The extensive outreach included on-going communication with students and families that exceeded engagement and outreach in prior years. Engagement and outreach efforts included daily and weekly updates via text, email, phone calls, newsletters, Zoom meetings, and on occasion home visits. Outreach included COVID related updates, local resources as well as mindful activities to address student and family mental health and social and emotional well-being.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

A challenge associated with providing school nutrition in the 2020-21 school year was developing a shared understanding amongst our VC community of the many resources available to ensure all students had access to daily nutrition. Through the partnerships with all LEAs countywide, resources through CDE such as the Pandemic EBT, VC Food Share, as well as the efforts on behalf of the VC Social Justice Task Force all students throughout the county had access to daily nutrition.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A	N/A	N/A	N/A	

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

N/A

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

There were many lessons learned from implementing in-person and distance learning programs in 2020-21 that have informed the development of goals and actions in the 2021–24 LCAP. The most critical lesson was the importance of bidirectional relationships and communication amongst school teams, families, and students. Additionally, student engagement, whether instruction was delivered remotely or in-person was a high priority and learning new approaches/strategies to provide equitable access to academic resources, technology, high quality instruction, and social-emotional supports has influenced the upcoming LCAP. COVID changed the way we interacted with one another and increased the level of support provided to all within our community and is reflected in our upcoming goals and actions.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Pupil learning loss will continue to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs. In order to address pupil learning loss, we will use our local assessments and teacher input to create flexible interventions and targeted instruction. Teachers will analyze student data to plan appropriate interventions and to inform lesson design. Support staff will be used for small group instruction/interventions and one-on-one support for our most at-promise students. Additionally, tutoring, extended school year option, and on-line credit recovery options will be provided to students. Moreover, a mentoring program will be implemented to support with enhancing all pupil learning loss efforts.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement is detailed in each section of the Learning Continuity Plan. Per the instructions, given that we have "provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update" we are not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The analysis and reflection on student outcomes in the 2019-20 LCAP, the 2020-21 Learning Continuity and Attendance Plan, and the CA Dashboard Local Indicators Self-reflection tools revealed lessons learned from implementing in-person and distance learning programs. The findings from the analysis and reflection informed the development of goals and actions in the 2021–24 LCAP. The most critical lesson was the importance of bidirectional relationships and communication amongst school teams, families, and students especially in regards to improving chronic absenteeism rates, fostering student engagement, and promoting student attendance. Whether instruction was delivered remotely or in-person providing rigorous opportunities to our students was a high priority and learning new approaches/strategies to provide equitable access to academic resources, technology, high quality instruction, and social-emotional supports has influenced the upcoming LCAP. COVID changed the way we interacted with one another and increased the level of support provided to all within our community and is reflected in our upcoming goals and actions.

Pupil learning loss will continue to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs. In order to address pupil learning loss, we will use our local assessments and teacher input to create flexible interventions and targeted instruction. Teachers will analyze student data to plan appropriate interventions and to inform lesson design. Support staff will be used for small group instruction/interventions and one-on-one support for our most at-promise students. Additionally, tutoring, extended school year option, and on-line credit recovery options will be provided to students. Moreover, a mentoring program will be implemented to support with enhancing all pupil learning loss efforts.

Moreover, the analysis and reflection informed the design of all actions to ensure all resources are being leveraged to support the attainment of all the goals which are aligned to the ten state priorities for our county office schools and programs.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year
Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:

    o Continuity of Instruction,
    o Access to Devices and Connectivity,

- o Pupil Participation and Progress,
- o Distance Learning Professional Development,
- o Staff Roles and Responsibilities, and
- o Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Funding Sources	2,216,348.42	2,154,253.93
LCFF	867,245.00	821,382.10
LCFF Supplemental and Concentration	1,307,103.42	1,285,433.47
Lottery	42,000.00	47,438.36

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	2,216,348.42	2,154,253.93
1000-1999: Certificated Personnel Salaries	1,393,548.42	1,378,430.80
4000-4999: Books And Supplies	87,200.00	98,528.23
5000-5999: Services And Other Operating Expenditures	717,200.00	640,561.07
5800: Professional/Consulting Services And Operating Expenditures	18,400.00	36,733.83

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	2,216,348.42	2,154,253.93
1000-1999: Certificated Personnel Salaries	LCFF	472,145.00	497,922.22
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	921,403.42	880,508.58
4000-4999: Books And Supplies	LCFF	28,700.00	18,661.05
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	16,500.00	32,428.82
4000-4999: Books And Supplies	Lottery	42,000.00	47,438.36
5000-5999: Services And Other Operating Expenditures	LCFF	348,000.00	268,065.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	369,200.00	372,496.07
5800: Professional/Consulting Services And Operating Expenditures	LCFF	18,400.00	36,733.83

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	683,665.00	667,514.24
Goal 2	906,531.00	767,786.73
Goal 3	143,500.00	196,839.71
Goal 4	461,752.42	475,595.19
Goal 5	20,900.00	46,518.06

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$1,390,946.16	$1,398,174.87
Distance Learning Program	$1,111,064.41	$1,236,838.56
Pupil Learning Loss	$236,465.00	$205,432.63
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$2,738,475.57	$2,840,446.06

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$50,000.00	$52,478.83
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$50,000.00	$52,478.83

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$1,340,946.16	$1,345,696.04
Distance Learning Program	$1,111,064.41	$1,236,838.56
Pupil Learning Loss	$236,465.00	$205,432.63
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$2,688,475.57	$2,787,967.23
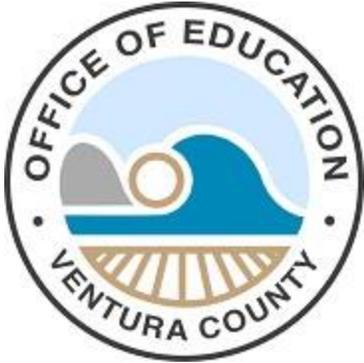
Local Control Accountability Plan

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	Consuelo Hernandez Williams, Ed. D Associate Superintendent, Student Services	cwilliams@vcoe.org 805.383.1920

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

The Ventura County Office of Education (VCOE) operates schools and programs in support of 20 local school districts. These programs serve students at: Gateway Community School and Providence Court School which have fully accredited high school diploma track programs. This Local Control Accountability Plan will serve to detail how VCOE is working to improve and increase services to students in court and community schools.

Gateway Community School team members provide all students with a safe, challenging, and supportive learning environment. Each year, our staff and array of countywide partners work to transform the lives of our students. We know that each day represents an opportunity for our students to learn and to define themselves as Respectful, Positive, Productive, and Proud. Gateway Community School serves expelled and referred students in grades 6-12. The average student enrollment is 71 students of which 83.1% are Hispanic, 4.2% are African American, and 9.9% are White, 2.8% are Asian. 26.8% are Students with Disabilities, 23.9% are English Learners, 4.2% are Foster Youth, 80.3% are socio-economically disadvantaged, and 8.5% are Homeless.

Students enrolled at Gateway deal with challenges such as: credit deficiency, chronic truancy, severe behavioral issues, substance abuse, mental health issues, gang involvement and academic skills gaps. Students at Gateway have access to the core curriculum, specialized academic instruction and other related services, career education and English Language Development services. In addition, Gateway provides drug and alcohol treatment, behavioral health services, restorative practices and intensive supervision by the Ventura County Probation Agency in addition to the academic program.

Providence School team members are committed to ensuring that all of our students are Collaborative, Accountable, Respectful, and Engaged. Although attending Providence School may be a time of unease for students and families, it's important to know that our staff work hard to provide students with a safe, high-quality educational experience. Just like most comprehensive public school sites in Ventura County, Providence School is fully accredited by the Western Association of Schools and Colleges. High school students earn credits towards graduation, many of whom accelerate or recoup credits while enrolled at Providence.

Providence School provides educational services to minors incarcerated in the Ventura County Juvenile Justice Detention Facility. The average student enrollment is 58 students of which 93.1% are Hispanic, 1.7% are African American, and 5.2% are White. 20.7% are Students with Disabilities, 36.2% are English Learners, 3.4% are Foster Youth, and 100% are socio-economically disadvantaged.
Educational programs include access to the core curriculum, specialized academic instruction and other related services, career education and English Language Development services. As with Gateway, student transiency introduces numerous challenges to the program offerings and outcomes. In response to these needs, the school partners with Ventura County Probation, Ventura County Behavioral Health, and numerous community-based organizations to provide comprehensive support services.

As stated above, VCOE Court and Community Schools serve expelled and incarcerated youth therefore middle school and high school dropout rates along with expulsion rates do not apply. The focus is on accepting each student as they are and working together as a school community to guide and support each student in their academic and personal growth. While all students at our court and community schools are on a diploma track, historically and currently, advanced placement courses are not offered as the need has been to focus on courses required for the high school diploma along with career technical education.

Through the support of all stakeholders, VCOE is excited to embark on a new journey with five goals which focus on providing equitable educational experiences for all students we serve, inclusive of enriching opportunities in a safe and nurturing environment.

Reflections: Successes

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

Prior to the pandemic and school closures in March 2020, VCOE had met or exceeded several of its goals. 100% of students had access to standards aligned instructional materials in all areas, the Facility Inspection Tool for all sites reflected 100%, parent and caregiver participation in ELAC and Project 2 Inspire (parent/caregiver/family training) increased from an average of 2 participants to 19 participants, and transition days from to Gateway from prior placement improved from 24 days to 12 days. All teachers who serve our students worked with the appropriate credential and we look forward to analyzing the results of the CAASPP.

Reflections: Identified Need

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

Areas that continue to be a challenge based on a review of Dashboard and local data include our suspension, chronic absenteeism, graduation, and college & career indicator rate. However, given the high mobility rate and a total school population of 71 and 58, only a few students will impact our rates. In an effort to address these areas, our team continues to collaborate and engage in on-going data analysis as well as work closely with students and families to promote school connectedness and foster a culture of restorative approaches. Steps taken to address our challenge with the College & Career Indicator rate included offering extended services and approaches for continuation schools such as providing access to our CEC program as well as APEX to support with the participation in and completion of Career Technical Education courses.

LCAP Highlights

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

The following is a brief overview of the VCOE LCAP, emphasizing key features such as goals and state priorities.
The five broad goals in our LCAP address the required 10 state priorities for a County Office of Education:

CONDITIONS of LEARNING
Priority 1: Basic
Teachers fully credential and appropriately assigned; student access to standards-aligned instructional materials; facilities in good repair
Priority 2: State Standards
Implementation of academic content and performance standards adopted by the state board for all pupils, including English learners
Priority 7: Course Access
Pupil enrollment in a broad course of study
Priority 9: Expelled Pupils – COEs Only
Coordination of instruction of expelled pupils
Priority 10: Foster Youth – COEs Only
Coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records

PUPIL OUTCOMES
Priority 4: Pupil Achievement
Performance on standardized tests, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program
Priority 8: Other Pupil Outcomes
Pupil outcomes in the subject areas

ENGAGEMENT
Priority 3: Parental Involvement
Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups
Priority 5: Pupil Engagement
School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates
Priority 6: School Climate (Engagement)
Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness

Based on the analysis and reflection of student outcomes from the 2019-20 LCAP, the 2020-21 Learning Continuity and Attendance Plan, along with stakeholder engagement, the following illustrates the five goals for the 2021-22 LCAP, all of which are detailed in the subsequent sections of this plan:
GOAL 1: (State Priorities 1, 4, 5, 7, 8, 9, 10)
VCOE will provide students equitable access to high quality, standards-based educational experiences that will prepare them for college/career and life readiness; our goal is to support social-emotional learning and increase academic achievement for all students including English Learners, Foster Youth, Homeless and/or Socio-Economically Disadvantaged, and Students with Disabilities.
GOAL 2: (State Priorities 1, 5, 6, 8)
VCOE will enhance school safety and climate for students, especially English Learners, Foster Youth, Homeless and/or Socio-Economically Disadvantaged, and Students with Disabilities.and for staff to increase student engagement through engaging and enriching opportunities.
GOAL 3: (State Priorities 3, 4, 6, 9)
VCOE will increase and maintain collaborative partnerships with parents/caregivers, community members/partners, and county service providers to support student success, including English Learners, Foster Youth, Homeless and/or Socio-Economically Disadvantaged, and Students with Disabilities.
GOAL 4: (State Priorities 2, 5, 6, 9)
VCOE will provide Ventura County expelled youth, including English Learners, Foster Youth, Homeless and/or Socio-Economically Disadvantaged, and Students with Disabilities, a rigorous academic environment, while providing rehabilitation services and social-emotional support.
GOAL 5: (State Priorities 5,10)
VCOE will provide countywide support services to students in foster care who suffer the traumatic effects of displacement from family and schools and multiple placements in foster care. VCOE will provide training in trauma and offer technical support to districts and other stakeholders to address barriers to social-emotional and academic success. VCOE will strive to increase the stability of school placements for foster children and youth. This broad goal will be measured utilizing local data such as reports from CALPADS, Foster Focus, and OMS

Comprehensive Support and Improvement

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

Schools Identified

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

N/A - Gateway/Providence are not CSI schools.

Support for Identified Schools

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

N/A - Gateway/Providence are not CSI schools.

Monitoring and Evaluating Effectiveness

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

N/A - Gateway/Providence are not CSI schools.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Parental/caregiver/community involvement is key to ensuring a successful learning experience for our students, particularly during this time of distance learning. Additionally, involving staff which include our certificated and classified team members as well as local bargaining and parent/community stakeholders helps to ensure that all are part of the LCAP process hence, written and verbal communication was provided in English and Spanish. Stakeholder feedback was encouraged formally through surveys and informally through phone calls, emails, meetings with staff, parent meetings, ELAC/DELAC, School Site Council (which serves as our Parent Advisory Council, PAC), and public board meetings. VCOE uses Signal Kit which allows parents/caregivers to receive email and text communication in the home language.

Stakeholder engagement included the following:
Parent/Caregiver/Community Meetings:
2020 - October 22; November 12, 19; December 3, 10, 14;
2021 – January 14, 28; February 11,18; March 11, 18; April 22; May 27
Due to the convenience of Zoom meetings, there was increased parent engagement. Meetings with Staff (including both certificated and classified team members and local bargaining units):
2020 – February 21, 27; March 17; April 15; December 11
2021 – February 8, 22, 23; March 16; April 20; May 18, 25; June 3, 4, 9, 10, 14

Stakeholder (classified staff, certificated staff, local bargaining units, and families/community members) Surveys: Surveys were conducted to seek stakeholder input on Distance Learning (academic, social-emotional, and technology), Returning to School, and Increasing In-person Instruction
The survey was also given to students to express feedback on ways to improve their Distance Learning and return to school experience.

The CA Dashboard Local Indicators Self-Reflection was completed and was used to inform the design of our LCAP.

SELPA Consultation: March 19, 2020
Public Hearing: June 21, 2021
Final Adoption: June 28, 2021

A summary of the feedback provided by specific stakeholder groups.

The following summarizes the feedback provided by community partners, parents/caregivers, students, and VCOE staff (including both certificated and classified team members) and is categorized by Conditions of Learning, Engagement, and Student Outcomes:

Academic supports such as a library; more CTE, Art, and elective offerings; more technology; credit recovery options; user friendly online supports/educational programs for students and teachers; tutoring options; mentoring; academic guest speakers/lecturers; supports to promote college, career, and life opportunities.

Social-emotional supports such as individual/group counseling for all students; after school activities; anger management; case management for students without IEPs; SEL training for all staff and SEL guest speakers; presentations on mental health topics; meditation opportunities; supports to promote self-regulation skills, positive self-esteem, and goal-setting; social activities/team games with peers supporting emotional growth; starting the day with a meeting or check-in. access to therapy; Trauma Informed Care, Restorative Justice; and mindfulness activities.

Enrichment supports such as field trips; clubs (bike, book, card, dance troops, drumming, gardening, handball, singing; animal training/care); VAPA options such as roving art/music/poetry teachers; assemblies; cooking/baking/fitness classes, and other activities to teach independence, music, therapy dog, classroom pets; and incentive room.

Other Supports such as support with housing/transitional housing; support with employment/work permits; job training.

Overall feedback indicates that stakeholders want to ensure that all students are provided with an educational experience that will prepare all students for college/career and life readiness. Input from stakeholders aligns with the focus of providing all students experiences beyond a quality standards-based learning program. It is evident from the survey feedback that academic, social-emotional, and enrichment supports and services must be in place to address the unique pupil and family needs, including English Learners, Foster Youth, Homeless and/or Socio-Economically Disadvantaged, and Students with Disabilities.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

All aspects of the VCOE 2021-2022 LCAP were influenced by stakeholder input. Notably, the design of the five broad goals including the actions within each goal will address the three core areas to support student success: student outcomes, engagement, and conditions of learning.

Goals and Actions

Goal

Goal #	Description
1	VCOE will provide students equitable access to high quality, standards-based educational experiences that will prepare them for college/career and life readiness; our goal is to support social-emotional learning and increase academic achievement for all students including English Learners, Foster Youth, Homeless and/or Socio-Economically Disadvantaged, and Students with Disabilities. This broad goal addresses State Priorities 1, 4, 5, 7, 8, 9, 10, and will be measured utilizing CAASPP data, local assessments, ELPAC data, reclassification rates, core and supplemental curriculum, and data from the annual CA Dashboard Local Indicator Self-Reflection.

An explanation of why the LEA has developed this goal.

The students referred to the VCOE Gateway Community school due to expulsion from the local LEAs or are attending VCOE Providence Court school due to incarceration includes English Learners, Foster Youth, Homeless and/or Socio-Economically Disadvantaged, and Students with Disabilities. Many of whom have had traumatic experiences which has impacted their ability to experience success in traditional educational environments. The importance of providing a safe and engaging environment is imperative to supporting them with successful implementation of their rehabilitation plans.
This goal was created after careful review of data and stakeholder input to ensure focus on efforts that will create equitable opportunities for our at-promise youth to experience academic and social-emotional success during their preparation for high school graduation and beyond including college, career, civic, and life readiness. The actions detailed in this goal will guide us in our work to support student success and the metrics will be used to measure our progress.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA	2018-19: Gateway - 4.44% Providence - 7.69% Met or Exceeded Standards				Increase by 2% students meeting or exceeding standards
CAASPP Math	2018-19: Gateway - 0%				Increase by 2% students meeting or exceeding standards

	Providence - 0% Met or Exceeded Standards				
CA Science Assessment	2018-19: Gateway - 0% Providence - 0% Met or Exceeded Standards				Increase by 2% students meeting or exceeding standards
STAR Reading	2019-20 Average Scores: Pretest - 457 Post test - 349				Increase of 2% from pre to post test
STAR Math	2019 - 20 Average Scores: Pretest - 652 Post test - 686				Increase of 2% from pre to post test
ELPAC Assessment	2018-19 Proficient: Gateway - 0% Providence - 0%				2% increase of students scoring Proficient
Reclassification Rate	2020 - 21 Gateway - 5.9% Providence - 0%				Increase % of students reclassified
Local Indicator for State Priority 2: Implementation of CA state standards	Standard Met on the CA School Dashboard 2019 - Partial Implementation 2019 Implementation of Academic Standards				Full implementation of academic standards

Local Indicator for State Priority 1: Teachers fully credentialed and appropriately assigned	Standard Met on the CA School Dashboard 2019 - Zero teacher mis-assignments 2019 Teachers, Instructional Materials, Facilities				Maintain zero teacher mis-assignments
Local Indicator for State Priority 1: Standards aligned instructional materials for every student	Standard Met on the CA School Dashboard 2019 - Full Implementation: ELA, ELD, Math Beginning Development: NGSS, HSS 2019 Instructional Materials				Maintain Full Implementation: ELA, ELD, Math Full Implementation: NGSS, HSS

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
HQ College/Career and Life Readiness professional learning/training and supports (CTE, UC/CSU readiness, UC a-g)	No Baseline				Staff will participate in two College/Career and Life Readiness professional learning opportunities each school year
Local Indicator for State Priority 1: Access to a Broad Course of Study	Standard Met on the CA School Dashboard 2019 – students have Access to a Broad Course of Study 2019 Broad Course of Study				Students will maintain Access to a Broad Course of Study
CTE Course Completion	2020 - 21 22 Gateway Students participated and completed a CTE course				Increased number of students completing a CTE course
HiSET	2019 - 20 pass rate: 50%				Increase pass rate
Graduation Rate	2019 - 72.7%				Increase Graduation Rate by 5%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Conditions for Learning: Professional Learning/Training, Supports, Supplemental Resources/Materials	Develop staffs' depth of knowledge in areas such as: SEL, restorative approaches, ELD standards and strategies to support the Structured English Immersion and English Learner Mainstream programs, literacy skills, standards based/aligned courses, implementation of CA State Standards, lesson design and formative assessments, PLCs focusing on DEI and supporting UPP, supporting students with IEPs, and Mckinney Vento Trainings	$33,500.00	Yes
2	Pupil Outcomes: College/Career Readiness	Provide supports for increasing college/career readiness and college-going rates of all students (100% of students will receive support with: college/career planning, support with CTE and a-g course enrollment and completion; support with completion higher education application, FAFSA, other HE documents; Extended School Year enrichment program emphasizing CTE and CSS via project based learning)	$35,000.00	Yes
3	Pupil Engagement: Foster Youth and Homeless Youth Liaison	Foster Youth students will be provided two Foster Youth Liaisons and school counselor support to ensure student files, records, and transcripts follow the students from school to school and ensure students are enrolled in the correct academic subjects. This counselor and Foster Liaisons will provide foster youth services, counseling, and information to ensure students who qualify have access to AB 216 requirements including priority enrollment in career education classes, supplemental programs, and the ability to graduate with 130 credits	$310,000.00	No
4	Engagement: Credit Recovery, Program, and Graduation Options	Provide credit recovery and program options to all students to improve graduation rate among all students; Options will include APEX, Independent Studies, Adult Education enrollment, Community College enrollment, CEC classes, HiSET staff/materials/trainings	$158,000.00	Yes
5	Conditions for Learning: Targeted Supports for ELs	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	$35,000.00	Yes

6	Conditions for Learning: Teacher Credentials/ Assignments	VCOE Student Services and Human Resources will meet no less than monthly to monitor teacher assignments and staffing patterns to ensure there are no teacher misassignments and to plan for staffing needs	$5,000.00	Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	VCOE will enhance school safety and climate for students, especially English Learners, Foster Youth, Homeless and/or Socio-Economically Disadvantaged, and Students with Disabilities. Staff will increase student engagement through engaging and enriching opportunities. This broad goal addresses State Priorities 1, 5, 6, 8, and will be measured utilizing CA Dashboard data, local data from surveys, and data from the annual CA Dashboard Local Indicator Self-Reflection.

An explanation of why the LEA has developed this goal.

Reviewing stakeholder input and the effects of the pandemic including limited access to academic and social-emotional resources through remote/distance learning has revealed the critical need to continue to improve school safety and climate measures.. Specifically, the unique needs of ELs, FY, Homeless and/or SED, and SWD are at the forefront of all planning and implementation of all actions in this goal. These actions will guide our work and the metrics will serve as tools to measure our progress towards the actions and ultimately our goal. Our team will continue to be intentional with promoting a positive climate and creating an environment within our school communities that support student engagement and success for all students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Attendance Rate	Minimum of 78% (2020-21)				Maintain or Increase
Chronic Absenteeism Rate	2019 CA School Dashboard 64.9%				Decrease by 5%
Suspension Rate	2019 CA School Dashboard 13.6%				Decrease by 5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Survey - Connectedness & Safety (California Healthy Kids Survey)	No Baseline				Increased positive survey results, pending data from 2021-22 survey
Facility Inspection Tool (FIT)	2020-21 Rating of 'Good Repair'				Maintain 'Good Repair' rating

Actions

Action #	Title	Description	Total Funds	Contributing
1	Engagement-School Climate: Alternatives to Suspension	Alternatives to suspension through Behavioral Health services, Behavioral Plans, community service, restorative discipline treatment plans	$80,000.00	Yes
2	Engagement-School Climate: Health & Counseling Services	Provide health and counseling services to all students, including targeted support for students with disabilities; maintain full-time counselor positions at Gateway and Providence to meet the academic and social emotional needs of all students	$233,701.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	Engagement-School Climate: Social Emotional Learning Services and Restorative Approaches	Provide social-emotional intervention and counseling services; Implement SEL supplemental curriculum Provide training in: restorative approaches; trauma informed care; positive behavior supports; alternative means of correcting behavior; Maintain a full time Behavioral Support position; Positive Behavioral and NCP supports, training and materials	$81,000.00	Yes
4	Pupil Engagement: Attendance/Absenteeism	Participate in the Thrive truancy/attendance countywide program; maintain incentive program to address high rates of absenteeism (lunch and afterschool pro social activities); purchase student incentives, awards, materials, supplies to honor student accomplishments; instructional materials/technology to support high interest student projects; Wellness Center materials to promote student engagement in maintaining and improving physical fitness and healthy lifestyle choices; create clubs that increase attendance and student engagement	$25,000.00	Yes
5	School Safety: Inspections	Contract with locally approved vendor for no less than two inspections per month at Gateway	$9,000.00	Yes
6	School Safety: Bus Aides	Provide bus aides in support of safety at Gateway	$8,000.00	Yes
7	School Safety: Facilities	Modify or improve school facilities as necessary for increased safety; security enhancements; asphalt at Gateway	$160,000.00	Yes
8	Pupil Engagement: Guest Speakers, Field Trips, and Enrichment	Contracts to support culturally relevant guest speakers and field trips support to enhance curriculum and to promote a college-going culture (community colleges, universities, museums); Contract to support integration of arts in core disciplines (Art Trek)	$44,000.00	Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	VCOE will increase and maintain collaborative partnerships with parents/caregivers, community members/partners, and county service providers to support student success, including English Learners, Foster Youth, Homeless and/or Socio-Economically Disadvantaged, and Students with Disabilities. This broad goal addresses State Priorities 3, 4, 6, 9, and will be measured utilizing CA Dashboard data, local data from surveys, and data from the annual CA Dashboard Local Indicator Self-Reflection.

An explanation of why the LEA has developed this goal.

Special Populations of students and their families (EL, Foster Youth, Homeless and/or SED, Migrant, and SWD) often require services and support not typically available on school campuses. It is important that the school staff have access and relationships with the community to provide resources and support to families to impact academic achievements. Based on this knowledge and the input received from our stakeholders, this goal was created. All actions detailed in this goal were designed to support and enhance collaborative relationships with our family and community partners. We will use the metrics to measure progress towards reaching our goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent/Caregiver Representation	2020-21: Average of 5 parents/caregivers participated in ELAC and School Site Council				Maintain or Increase
School/Community Engagement Opportunities	2020-21: 6 school/community engagement opportunities held				Maintain 6 school/community engagement opportunities each school year

| Stakeholder Engagement (input & participation) | 88 surveys submitted | | | | Increase number of surveys submitted |

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent/Caregiver Involvement: Leadership	Provide parents/caregivers resources and supports to access school functions and to increase engagement including transportation, family service classes, and leadership trainings. Continue with Fall Transition Fair, planning meetings and translation services at Open House, Back to School, and other school events	$12,000.00	Yes
2	Parent/Caregiver Involvement: Outreach	Enhance outreach in English and Spanish through automated call out system; maintain translation services at 1.5 positions to support with teleconferencing, parent/caregiver and community meetings; Communications Director and Administrator will increase web and social media presence highlighting VCOE school events and programs	$95,500.00	Yes
3	Engagement: Community Partnerships	Work collaboratively to develop a centralized resource center for families and students; Students in need of individual and family services will be identified by the counseling and Student Services Special Populations staff (Foster, Homeless, Migrant, EL, SWD, SED) and prioritized for access to community services on campus during and after school; referrals will be made to appropriate community-based agencies in support of students and families as needed; Participation in collaborative meetings with community-based organizations such as Ventura County Behavioral Health and Social Services, and continued collaboration with Ventura County Probation focusing on targeted support for pupils transferring from juvenile court schools	$18,000.00	Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
4	VCOE will provide Ventura County expelled youth, including English Learners, Foster Youth, Homeless and/or Socio-Economically Disadvantaged, and Students with Disabilities, a rigorous academic environment, while providing rehabilitation services and social-emotional support. This broad goal addresses State Priorities 2, 5, 6, 9, and will be measured utilizing CA Dashboard data, local data from surveys, and data from the annual CA Dashboard Local Indicator Self-Reflection.

An explanation of why the LEA has developed this goal.

This goal was developed, after reviewing all stakeholder input to address the unique needs of our expelled youth, especially our ELs, FY, Homeless and/or SED, and SWD. Negative and aversive attitudes/behaviors towards traditional educational environments are often exhibited by some of our expelled youth. Our team is committed to supporting the development of our students as well as providing rehabilitation services with strong social emotional supports which are foundational to the personal and academic success of each student. The school closures caused by the COVID 19 pandemic contributed to both academic and social learning loss. The ramifications of remote/distance learning further alienated many students from their educational environments. As we return to school, equipping students with academic and social-emotional skills is a priority. Hence, the design of this goal which outlines specific actions to support the successful completion of rehabilitation plans for our expelled youth and metrics to measure our progress towards reaching this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Social-emotional and Rehabilitative Counseling Services provided to Expelled Youth	1,428 sessions 2019-20				Minimum of 1,500 sessions
Transition (number of school days from prior placement to Gateway)	No Baseline				Transition in 10 days or less

Actions

Action #	Title	Description	Total Funds	Contributing
1	Social-emotional and Rehabilitative Counseling Services (No additional costs, expenses included in Goal 2 Action 1-2)	Social-emotional and rehabilitative counseling services will be provided to expelled students as appropriate and counseling services contracts will be increased as needed.	$0.00	Yes
2	Transportation	Transportation will be provided to all expelled students attending Gateway Community School.	$208,000.00	Yes
3	Transition Specialists	VCOE will maintain two full time transition specialists (support position). to facilitate communication and collaboration among school districts, COE, and Ventura County Probation including implementation of the MOU with VCOE probation relating to AB 2276;	$255,000.00	Yes
4	Transitions to Gateway	VCOE will ensure the timely transition of students to Gateway Community School through the following: Induction/Transition Specialists will maintain daily record and timeline of referrals received, dates approved, contacts home, and student's start date; Administrator and Induction/Transition Specialists will meet regularly, at least once a week, to review data from internal records and any pending referrals; Feedback on the referral process will be collected annually from partnering school districts. Feedback will be incorporated to improve the referral process, and; Monthly report will be provided to Associate Superintendent of Student Services to include number of days for all transitions to date for the year	$10,000.00	Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
5	VCOE will provide countywide support services to students in foster care who suffer the traumatic effects of displacement from family and schools and multiple placements in foster care. VCOE will provide training in trauma and offer technical support to districts and other stakeholders to address barriers to social-emotional and academic success. VCOE will strive to increase the stability of school placements for foster children and youth. This broad goal addresses State Priorities 5 and 10, and will be measured utilizing local data such as reports from CALPADS, Foster Focus, and OMS.

An explanation of why the LEA has developed this goal.

Youth in foster care change schools an average of 8 times while in care, losing four to six months of academic progress with each move. School stability reduces the degree of trauma students experience while they are in foster care and mitigates learning loss. Without proper training in the effects of trauma, schools often respond to attendance and behavioral issues with punishment, which can exacerbate trauma. Countywide collaboration and data sharing among stakeholders is essential to implement best practices consistently across schools and agencies. Students in foster care also need additional supports as they transition from high school to college, as the percentage who receive financial aid has been found to be well below their peers not in care. With careful consideration of the data surrounding students in foster care and input received from our stakeholders this goal was created. The actions included in this goal will guide our work and ensure students in foster care receive targeted supports and all staff involved receive appropriate and ongoing training. We will use the metrics to track our progress and inform our actions.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students who remain enrolled in their school of origin upon entry into foster care	65% 2019-20				75%
Development and expansion of trauma trainings offered to districts and stakeholders	4 two-hour trainings 2019-20				6 two-hour trainings

Number of youth and caregiver stakeholders attending EAC meetings at least once per year	1 2019-20				4
Percentage of students who complete the FAFSA/CADAA	47% 2020-21				60%
Number of districts that actively uploading student data	No Baseline				4

Actions

Action #	Title	Description	Total Funds	Contributing
1	School of Origin (No additional costs, expenses included in Goal 1 Action 5)	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
2	Relevant Professional Learning/Trainings	VCOE will offer relevant professional learning and trainings such as: Annual Legal Updates; Enrollment and Records Considerations; Commercially Sexually Exploited Children; Cyberbullying; Court Appointed Special Advocates; Children Family Services Emergency Response; LGBTQ Sensitivity and Awareness; expanded Trauma Informed Practices for Schools (TIPS) trainings at no cost to districts and other stakeholders. Topics will include: self-care, childhood trauma and it's effects, resiliency, and strategies and resources for educators.	$40,000.00	Yes
3	Executive Advisory Council	The EAC will continue to provide technical assistance, resources, and training to districts and agencies that provide direct services to youth with high academic needs through the bimonthly meetings. Experts	$3,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		share and review data to ensure that students with the highest academic and social-emotional needs are prioritized for services. Additionally, the EAC provides opportunities for districts to share best practices on how they serve high-needs students. California Schools Dashboard indicators are regularly reviewed to highlight both successes and opportunities experienced by districts as they pertain to foster students.		
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. The FAFSA Coordinator will meet individually with youth to complete these tasks. In addition, the coordinator will 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.	$2,500.00	Yes
5	Foster Focus (No additional costs, expenses included in Goal 1 Action 5)	VCOE will track and maintain data in the Foster Focus database for foster students countywide. Data will be uploaded from the local child welfare database every 24 hours into Foster Focus. The weekly CALPADS 5.7 report offers additional information on youth placed in our county by other counties. Any discrepancies in the two systems will be cross-checked by VCOE and shared with district liaisons. VCOE will support districts with connecting to the Foster Focus database to upload student information, including attendance, grades, and progress reports.	$0.00	Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
47.46%	1,143,635

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

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

VCOE Court and Community Schools serve some of the highest need student populations in the county, including incarcerated and expelled youth, socio-economically disadvantaged students, English Learners, Foster and Homeless students and students with disabilities. Due to the high percentage of unduplicated students within our schools (Gateway: FY - 4.2%, EL - 23.9%, SED - 80.3%; Providence: FY - 3.4%, EL - 36.2%, SED - 100%) meeting the needs of this distinct population of students is at the forefront of this LCAP.

Based on the feedback received from our stakeholders, including our students, parents/community, and classified/certificated team members, it was determined that while academic supports to improve progress towards earning a high school diploma or certificate of completion and preparing students for post-secondary plans remain a priority, meeting students' social-emotional needs and providing enrichment opportunities to all students were equally important. Stakeholder input along with state assessment, college/career readiness and chronic absenteeism data from the CA Dashboard served as the foundation for creating the actions and services within this LCAP, specifically targeting our large percentage of unduplicated students. In addition, the VCOE LCAP also puts an emphasis on professional development and parent/community engagement opportunities as these are both critical in ensuring our students receive the high level of support they need. Below are the actions and services throughout the VCOE LCAP that are principally directed to support the efforts stated above:

Goal 1, Action 1: Professional Learning/Training, Support, Supplemental Resources/Materials
Goal 1, Action 2: College/Career Readiness
Goal 1, Action 3: Foster Youth and Homeless Youth Liaison
Goal 1, Action 4: Credit Recovery Program and Graduation Options
Goal 1, Action 5: Targeted Supports for Els
Goal 1, Action 6: Teacher Credentials/Assignments
Goal 2, Action 1: Alternatives to Suspension
Goal 2, Action 2: Health and Counseling Services
Goal 2, Action 3: Social Emotional Learning Services and Restorative Approaches
Goal 2, Action 4: Attendance/Absenteeism

Goal 2, Action 5: Inspections
Goal 2, Action 6: Bus Aides
Goal 2, Action 7: Facilities
Goal 2, Action 8: Guest Speakers
Goal 3, Action 1: Leadership
Goal 3, Action 2: Outreach
Goal 3, Action 3: Community Outreach
Goal 4, Action 1: Social-emotional Rehabilitative Counseling Services
Goal 4, Action2: Transportation
Goal 4, Action 3: Transition Specialist
Goal 4, Action 4: Transitions to Gateway
Goal 5, Action 2: Relevant Professional Learning/Training
Goal 5, Action 3: Executive Advisory Council
Goal 5, Action 4: FAFSA Challenge
Goal 5, Action 5: Foster Focus
These actions will be analyzed using the metrics listed within this LCAP. The desired outcomes will show growth in state and local assessment scores, an increase of reclassification of English Learners, increase in students completing CTE courses, increase in graduation rates as well as students passing the HiSET, decrease in absenteeism and suspension rates, increased meaningful participation of parents/community members at school events, increase in counseling services to students, a consistent 10 day or less enrollment period, increased number of college applications and FAFSA completions, and an increased number of staff participating in professional development opportunities held throughout the school year.

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

Services for foster youth, English learners, and low-income students are being increased through targeted academic and social emotional supports, increased enrichment opportunities and continued focus on preparing students for college/career and life readiness. Increased credit recovery opportunities will address the credit deficiencies that historically our specific unduplicated student population deal with due to multiple changes in school placements leading to gaps in education. Our Foster Youth liaisons will continue to provide support of this population of students to ensure school records, counseling and other available resources are readily available to students. VCOE Court and Community schools will maintain two transition specialists who will work to ensure enrollment is completed expeditiously and students are supported throughout the transition period. To support the high percentage of EL students in VCOE Court and Community schools, targeted supports such as intervention time and the purchase of ELD supplemental materials have been added to our actions and services. To address the high rate (2019 – 66.7%) of chronic absenteeism among our students an attendance incentive program will focus on student reengagement activities and positive reinforcement. Our team will focus on increased social emotional supports for students such as intervention and counseling services and the implementation of a SEL supplemental curriculum to address the needs shared by our stakeholders.   Working together with our families and community partners remains a high priority therefore our VCOE team will work collaboratively to create a centralized resource center for our students and their families in need of support that will include both VCOE and Community Agency resources. In order to continue support of our faculty and staff, ongoing professional development and resources will be provided throughout the year with an emphasis on SEL, trauma informed teaching practices, English language development, diversity/equity/inclusion, and supporting our special populations of students. The above actions highlight some of the targeted supports that are described in detail in this LCAP. These actions and services were created based on local data, CA Dashboard data and stakeholder input. Due to the transient population of students that make up our enrollment at VCOE Court and Community schools, our team will continue to engage in on-going data analysis as well as continued outreach to our families to ensure the students' (FY, EL, and low-income) specific needs are being met throughout the school year.

Total Expenditures Table

	LCFF Funds	Other State Funds		Local Funds	Federal Funds		Total Funds
	$1,551,201.00	$310,000.00					$1,861,201.00

	Totals:	Total Personnel		Total Non-personnel
	Totals:	$927,101.00		$934,100.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Conditions for Learning: Professional Learning/Training, Supports, Supplemental Resources/Materials	$33,500.00				$33,500.00
1	2	English Learners Foster Youth Low Income	Pupil Outcomes: College/Career Readiness	$35,000.00				$35,000.00
1	3	All	Pupil Engagement: Foster Youth and Homeless Youth Liaison		$310,000.00			$310,000.00
1	4	English Learners Foster Youth Low Income	Engagement: Credit Recovery, Program, and Graduation Options	$158,000.00				$158,000.00
1	5	English Learners Foster Youth Low Income	Conditions for Learning: Targeted Supports for ELs	$35,000.00				$35,000.00
1	6	English Learners Foster Youth Low Income	Conditions for Learning: Teacher Credentials/Assignments	$5,000.00				$5,000.00
2	1	English Learners Foster Youth Low Income	Engagement-School Climate: Alternatives to Suspension	$80,000.00				$80,000.00
2	2	English Learners Foster Youth Low Income	Engagement-School Climate: Health & Counseling Services	$233,701.00				$233,701.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	3	English Learners Foster Youth Low Income	Engagement-School Climate: Social Emotional Learning Services and Restorative Approaches	$81,000.00				$81,000.00
2	4	English Learners Foster Youth Low Income	Pupil Engagement: Attendance/Absenteeism	$25,000.00				$25,000.00
2	5	English Learners Foster Youth Low Income	School Safety: Inspections	$9,000.00				$9,000.00
2	6	English Learners Foster Youth Low Income	School Safety: Bus Aides	$8,000.00				$8,000.00
2	7	English Learners Foster Youth Low Income	School Safety: Facilities	$160,000.00				$160,000.00
2	8	English Learners Foster Youth Low Income	Pupil Engagement: Guest Speakers, Field Trips, and Enrichment	$44,000.00				$44,000.00
3	1	English Learners Foster Youth Low Income	Parent/Caregiver Involvement: Leadership	$12,000.00				$12,000.00
3	2	English Learners Foster Youth Low Income	Parent/Caregiver Involvement: Outreach	$95,500.00				$95,500.00
3	3	English Learners Foster Youth Low Income	Engagement: Community Partnerships	$18,000.00				$18,000.00
4	1	English Learners Foster Youth Low Income	Social-emotional and Rehabilitative Counseling Services (No additional costs, expenses included in Goal 2 Action 1-2)	$0.00				$0.00
4	2	English Learners Foster Youth Low Income	Transportation	$208,000.00				$208,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	3	English Learners Foster Youth Low Income	Transition Specialists	$255,000.00				$255,000.00
4	4	English Learners Foster Youth Low Income	Transitions to Gateway	$10,000.00				$10,000.00
5	1	English Learners Foster Youth Low Income	School of Origin (No additional costs, expenses included in Goal 1 Action 5)	$0.00				$0.00
5	2	English Learners Foster Youth Low Income	Relevant Professional Learning/Trainings	$40,000.00				$40,000.00
5	3	English Learners Foster Youth Low Income	Executive Advisory Council	$3,000.00				$3,000.00
5	4	English Learners Foster Youth Low Income	FAFSA Challenge	$2,500.00				$2,500.00
5	5	English Learners Foster Youth Low Income	Foster Focus (No additional costs, expenses included in Goal 1 Action 5)	$0.00				

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Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$1,551,201.00	$1,551,201.00
LEA-wide Total:	$1,551,201.00	$1,551,201.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Conditions for Learning: Professional Learning/Training, Supports, Supplemental Resources/Materials	LEA-wide	English Learners Foster Youth Low Income	All Schools	$33,500.00	$33,500.00
1	2	Pupil Outcomes: College/Career Readiness	LEA-wide	English Learners Foster Youth Low Income	All Schools	$35,000.00	$35,000.00
1	4	Engagement: Credit Recovery, Program, and Graduation Options	LEA-wide	English Learners Foster Youth Low Income	All Schools	$158,000.00	$158,000.00
1	5	Conditions for Learning: Targeted Supports for ELs	LEA-wide	English Learners Foster Youth Low Income	All Schools	$35,000.00	$35,000.00
1	6	Conditions for Learning: Teacher Credentials/Assignments	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	$5,000.00
2	1	Engagement-School Climate: Alternatives to Suspension	LEA-wide	English Learners Foster Youth Low Income	All Schools	$80,000.00	$80,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	2	Engagement-School Climate: Health & Counseling Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	$233,701.00	$233,701.00
2	3	Engagement-School Climate: Social Emotional Learning Services and Restorative Approaches	LEA-wide	English Learners Foster Youth Low Income	All Schools	$81,000.00	$81,000.00
2	4	Pupil Engagement: Attendance/Absenteeism	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,000.00	$25,000.00
2	5	School Safety: Inspections	LEA-wide	English Learners Foster Youth Low Income	All Schools	$9,000.00	$9,000.00
2	6	School Safety: Bus Aides	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,000.00	$8,000.00
2	7	School Safety: Facilities	LEA-wide	English Learners Foster Youth Low Income	All Schools	$160,000.00	$160,000.00
2	8	Pupil Engagement: Guest Speakers, Field Trips, and Enrichment	LEA-wide	English Learners Foster Youth Low Income	All Schools	$44,000.00	$44,000.00
3	1	Parent/Caregiver Involvement: Leadership	LEA-wide	English Learners Foster Youth Low Income	All Schools	$12,000.00	$12,000.00
3	2	Parent/Caregiver Involvement: Outreach	LEA-wide	English Learners Foster Youth Low Income	All Schools	$95,500.00	$95,500.00
3	3	Engagement: Community Partnerships	LEA-wide	English Learners Foster Youth Low Income	All Schools	$18,000.00	$18,000.00
4	1	Social-emotional and Rehabilitative	LEA-wide	English Learners	All Schools	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
		Counseling Services (No additional costs, expenses included in Goal 2 Action 1-2)		Foster Youth Low Income			
4	2	Transportation	LEA-wide	English Learners Foster Youth Low Income	All Schools	$208,000.00	$208,000.00
4	3	Transition Specialists	LEA-wide	English Learners Foster Youth Low Income	All Schools	$255,000.00	$255,000.00
4	4	Transitions to Gateway	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	$10,000.00
5	1	School of Origin (No additional costs, expenses included in Goal 1 Action 5)	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	$0.00
5	2	Relevant Professional Learning/Trainings	LEA-wide	English Learners Foster Youth Low Income	All Schools	$40,000.00	$40,000.00
5	3	Executive Advisory Council	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,000.00	$3,000.00
5	4	FAFSA Challenge	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,500.00	$2,500.00
5	5	Foster Focus (No additional costs, expenses included in Goal 1 Action 5)	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	$0.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

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

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

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

o   Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders 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 stakeholder engagement tool.

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

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

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

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

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

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

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

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

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the 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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal. As

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

 In the Data Entry table, provide the following information for each action in the LCAP for the relevant 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.

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

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

- o **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.

- o **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.

- o **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 K-5), 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".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

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

  - o **Total Non-Personnel**: This amount will be automatically calculated.

- **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).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.