

Local Control and Accountability Plan and Annual Update Template

Introduction: The Ventura County Office of Education (VCOE) is located on southern California's Pacific coast between Los Angeles and Santa Barbara. This area is often referred to as the Gold Coast. As of the 2010 census, the county had a population of 823,318. The county seat is the city of Ventura (formally known as San Buenaventura). Ventura County's largest city is Oxnard, with a population of about 200,000.

Gateway Community School Profile: In 1980, the VCOE established Gateway Community School. Located in Camarillo, Gateway serves school districts throughout Ventura County. Serving youth in grades 6-12, students enrolled at Gateway are considered high-risk and referred based on their current status with their home district, probation, and/or the Student Attendance Review Board. Reasons for referrals typically include expulsion, chronic truancy, severe behavioral issues, or terms of probationary status. Approximately 25% of Gateway's students transfer into and out of Providence Court School, which provides educational services to the minors incarcerated in the Detention and Commitment Housing Areas within the Ventura County Juvenile Justice Facility.

Students in the High School Daily and Middle School Daily Programs attend school Monday through Friday from 9:15am – 2:25pm. High School students are enrolled in four courses in core high school subjects each with the opportunity to earn five credits per class each quarter. Students also take CAHSEE intervention courses or are enrolled in a Career Tech or Leadership classes worth 2.5 credits. Students can earn 20 or more credits per quarter and 80 or more each school year. Students enrolling in school after the first week of the quarter are eligible to earn partial credit for the current term based on their enrollment date. Students in the High School Daily Program have the opportunity to enroll in additional on-line coursework for credit recovery or acceleration toward graduation as well as counseling services. Students in Middle School are taught four core courses with an intervention and physical education program. Counseling is offered in several formats and in a variety of themes (anger management, boys/girls groups, art therapy, one-on-one counseling, gang intervention, and drug and alcohol counseling). Gateway also operates a court-ordered, self-contained Recovery Classroom, for youths in need of drug and alcohol treatment, behavioral health services, and intensive supervision by the Ventura County Probation Agency. Recovery Classroom is collaboration between the VCOE, Ventura County Probation Agency, Ventura County Behavioral Health, Ventura County Superior Court, Ventura County District Attorney Office, and the Ventura County Office of the Public Defender.

Providence School Profile: Providence Court School provides educational services to the minors incarcerated in the Detention and Commitment Housing Areas within the Ventura County Juvenile Justice Facility. It is governed by the VCOE. Educational programs are designed to engage and motivate students who may be incarcerated for short or long periods of time. The school staff works in conjunction with Probation, Behavioral Health, and community-based organizations to enable each student to rejoin their family and make positive choices in support of leading a healthy and law abiding life. To meet these goals, Providence has two major programs, Detention and Commitment.

Special Education Program Profile: The VCOE Special Education Department has been providing quality, meaningful, and relevant educational programs for over 40 years. The Special Education Programs primarily serve students in three types of placements: students with developmental delays, students with social-emotional needs, and students with a diagnosis of Autism Spectrum Disorder (ASD). Students are referred to the VCOE Special Education Programs by their school districts when they are in need of a more specialized educational program.

VCOE serves special education students from all 19 school districts in Ventura County and the Las Virgenes Unified School District in Los Angeles County. There are a total of 76 classrooms located across the county in Ventura, Oxnard, Port Hueneme, Rio, Camarillo, Thousand Oaks and Moorpark. Out of the 22 sites, 16 are considered satellite campuses with 1-3 classrooms onsite while the other 6 are main campuses. Each of our programs provide specialized services including highly trained staff of teachers, paraeducators, school psychologists, nurses, occupational therapists, speech pathologists, behavioral specialists, physical therapists, and vision and hearing specialists..

For sites that serve students with moderate to severe disabilities, instruction is aligned to the content standards and is based on the seven functional curricular domains: domestic, vocational, recreation/leisure, community access/motor skills, communication, social-emotional and functional academics. Students learn functional skills that will maximize future independence and vocational skills.

For students with social-emotional needs, there are three campuses that include a partnership with the Ventura County Behavioral Health to provide mental health services based on the student's Individualized Education Program (IEP). Students in these schools undertake a course of study in academics similar to their general education peers of the same age. Lastly, students with Autism Spectrum Disorder (ASD) are served at a school site that is highly specialized, researched-based school environment designed to address the needs of students with ASD, grades 3 -12. The program specifically addresses the language, communication, behavioral, sensory and social needs which are often associated with ASD through evidence-based practices.

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LCAP Year: 2015/2016

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education 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. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, 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 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
<p>It is the intent of VCOE to gather input from all stakeholder groups; parents, teachers, principals, administration, bargaining units, local district personnel, representatives of DELAC committees, foster youth, and community partners. A VCOE LCAP committee was formed and met monthly beginning in the Spring of 2015 to provide input and guidance on the development of the 2015-16 LCAP and the Annual Update to the 2014-15 LCAP. The committee is comprised of parents, teachers, union representatives and administration.</p> <p>An online survey was created to begin the process of gathering data from all stakeholders. The VCOE survey included a link to VCOE standardized performance reports to help guide the data collection. A link to the survey and performance reports was available on the VCOE home website page. In addition, it was also distributed through social media sites Facebook and Twitter. In order to capture the largest number of stakeholders possible, a paper copy of the survey in both English and Spanish was distributed to school sites. School sites were encouraged to have parents complete the paper survey whenever attending an event or meeting on campus to ensure parent/guardian input was solicited.</p> <p>A stakeholder focus group was created from all individuals that indicated interest in providing input for the LCAP. The focus group met on April 11, 2015.</p> <p>The VCBE was provided monthly reports on the development of the LCAP beginning in April, 2015.</p>	<p>The LCAP committee gathered and analyzed the data from all the stakeholders. The data was categorized into the 10 priorities and used to identify the areas of focus. The LCAP committee used the data to create and adjust goals to best meet the needs of all students, including English learners, foster youth, and low income students as well as the concerns of the stakeholders.</p> <p>More specifically 287 stakeholders identified course access as a priority and in response the plan includes efforts to ensure students have access to not only the courses they need for graduation but for expanding offerings and increasing enrollment in career and technical education courses. Course access is embedded in Goals 1, 4, & 5.</p> <p>In addition 258 stakeholders stated in surveys and on input cards that VCOE schools should prioritize basic services as described State Priority #1. “Basic needs” includes teacher assignments and standards-aligned instructional materials and as such the plan includes activities and metrics reflecting this need. Basic needs action/services are embedded in goals #2-5.</p> <p>A further 207 stakeholders identified pupil achievement as a priority for VCOE. This input supports the experience of VCOE administrators and reinforces the</p>

<p>Parent Involvement</p> <ul style="list-style-type: none"> • PTO Meetings at all the school sites beginning in February through April. • Parent Input cards provided at all school meeting including but not limited to, individual parent conferences, IEPs, family nights, and open houses. • English Learner Advisory Board Meeting : May 6, 2015 • Foster Youth Meeting February 27, 2015, March 15, 2015 <p>Community Involvement</p> <ul style="list-style-type: none"> • Foster Youth Meeting : January 30, 2015, February 25, 2015, March 4, 2015, April 28, 2015, May 30, 2015 • Community Corrections Partnership Meeting – April 15, 2015 • Ventura County Workforce Investment Board Meeting – October 23, 2014, December 18, 2014, February 26 2015, April 30, 2015 • Juvenile Detention Alternatives Initiative Meeting: January 7, 2015 • Meeting with Ventura County Probation – May 12, 2015, June 16, 2015 • Email to all community partners requesting they complete the online survey • Meeting with community leaders – May 19, 2015 • STEPS Program meeting with various partners in Ventura County - March 26, 2015 <p>Staff Involvement</p> <ul style="list-style-type: none"> • An email was sent out to all VCOE staff inviting them to participate in the development of the LCAP. • Focus Group was formed for all interested in providing input on the development of the LCAP. The meetings were held on January 20, 2015, February 17, 2015 and March 17, 2015 • Staff meetings at all school sites • Online Survey • Consultation meetings with Unions • Representation on VCOE LCAP Meeting • Student Services Branch Meetings – Monthly • Special Education Principal Meetings – Monthly <p>Student Involvement</p> <ul style="list-style-type: none"> • Principals provided students the opportunity to provide input during the school day • Online Survey – Every student was provided with time and a computer to complete the online survey to ensure parent/guardian input was solicited • Input Cards <p>Data Results - Survey Responses by Stakeholder category:</p> <ul style="list-style-type: none"> • # Parents - 131 • # Teachers - 104 • # Classified - 90 • # Administration -32 • # Students - 145 • # Community Members – 58 • # Partners - 17 • Total Survey Responses 577 	<p>activities and metrics serving as the basis for Goal #1.</p> <p>Because of the challenging populations served by VCOE, pupil engagement continues to be a priority for VCOE. This was supported in 185 responses from stakeholders and serves as the foundation for Goal #2 in the 2015/16 LCAP.</p> <p>Stakeholder engagement related to the process for the Annual Review of the 2014-15 was incorporated as identified needs for revisions and adjustments. In addition, goals and aligned actions and services included in the 2015-16 LCAP were adjusted and amended accordingly. Representative areas are incorporated into the section on “Annual Update” below and are not repeated here in the interest of efficiency.</p>
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<p>Projected Timeline</p> <ul style="list-style-type: none"> • Data Collection: July 2014 – May, 2015 • LCAP Draft Reports and Updates to VCBE April and May 2015 • Public Hearing June 15, 2015 • Superintendent written responses to stakeholders June 2015 • Final LCAP Approved by VCBE: June 22, 2015 	
<p>Annual Update:</p> <p>Keeping stakeholders apprised of progress made towards goal attainment was not limited to an “after the fact” review. In fact, upon establishment of the goals, actions and services in the 2014-15 LCAP, VCOE central office administration, site administrators, teachers and other employees were all informed of the goals, actions and services and were involved in the process from day one. The following actions detail this dynamic:</p> <ol style="list-style-type: none"> 1. Student Services Branch meetings regularly included LCAP as an agenda item. At these meetings, Principals and Directors were asked to monitor all goals, actions and services and to forward evidence of progress to the Deputy Superintendent’s office as they were able to do so. 2. The Deputy Superintendent’s office created a repository for all evidence of goal attainment in the form of a file box with each goal clearly labeled. As evidence of goal attainment was forwarded to the office, it was incorporated into the appropriate file and the master copy of the LCAP was updated to reflect progress made on attainment of that goal. 3. Central Office Administration and staff, including key personnel in facilities, payroll and purchasing were involved in the process and were regularly consulted. For example, when a facilities project was completed, the work order showing payment amounts for the project was forwarded to the evidence repository and the LCAP updated to reflect goal completion and budgeted amount expended. 4. Regular LCAP team meetings were held throughout the school year to share information with key stakeholders. 5. Employee Organizations were kept informed through the formal Consultation process where labor and management meet on a regular basis throughout the year. 6. The Ventura County Board of Education was provided an initial draft of the Annual Review in April of 2015 and was provided a verbal update in May. On June 15 a public Hearing was held to share progress made on all goals and newly developed or revised goals based on the analysis of the data. 7. Senior Management of the VCOE regularly discussed LCAP-related issues including progress made on goals. 8. Data and other pertinent information was shared with parents and students at events like Back-To-School-Night and Open House. 9. LCAP updates were regularly placed on site staff meeting agendas and certificated and classified staff members were consulted on progress toward the LCAP goals. 10. Community and Law Enforcement Agencies were updated regularly on LCAP goals related to their respective areas of interest and such groups included: The Ventura County Workforce Investment Board; Juvenile Detention Alternatives Initiative; United Parents; Community Corrections Partnership; Ventura County Probation Department; Local school districts; and many others. <p>In addition, information was solicited from all VCOE stakeholders via an online and paper version survey. This survey was posted on the VCOE main website along with links to data and other pertinent information to help inform their decision. This information was also sent out via social media, specifically using Facebook and Twitter.</p>	<p>Annual Update:</p> <p>Stakeholders were generally supportive of the changes to the LCAP as the changes truly reflected the input received from all stakeholders. Priority areas of focus in the ten state priorities changed slightly as the result of efforts and resources directed to high focus areas through the 2014-15 LCAP plan. While stakeholders understand and want the flexibility each year to reprioritize the areas of focus, they also want to make sure that some resources are still directed to previous areas of focus to ensure the gains made are not lost due to lack of focus on resources. Specific Feedback included:</p> <ol style="list-style-type: none"> 1. The need for increased parental involvement. 2. The need to formulate a policy, practice and MOU to comply with AB 2276 – related to transition services. 3. There was an identified need to increase supervision on the school buses based on teacher and administrator feedback that much of the school-related discipline was occurring on the bus when students are outside of teacher and administrator presence and influence. 4. It was felt that staff could benefit from training in the tenets of Trauma Informed Care. 5. Based on changing administration at one site, there was feedback that the site needed more professional development in CHAMPS, a Positive Behavior Intervention System. 6. There was much interest in increased marketing for the GED and HiSET exams. It was conveyed that VCOE should prepare and market information on the availability of these exam options throughout the county. 7. The Ventura County Workforce Investment Board expressed a strong interest in making sure that VCOE supported a robust set of efforts to reduce the dropout rate in Ventura County. 8. There was a strong sentiment expressed by many parties to expand the numbers of special education and community school students in career education courses. 9. There was a need to expand extended school year services to Gateway Community School to allow for increased services to students in special education, students behind in credit and to pilot CTE enrollment in summer offerings through the Ventura County Career Education Center.

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and

subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

<p>GOAL:</p>	<p>Goal #1 Student achievement will increase in all academic areas impacted by VCOE programs.</p>	<p>Related State and/or Local Priorities: 1_X 2_X 3__ 4_X 5_X 6__ 7_X 8_X COE only: 9_X 10_X Local : Specify _____</p>
<p>Identified Need :</p>	<p>Student pass rates for High School Equivalency Diploma (GED) exam is low</p> <p>Student pass rates for CAHSEE (ELA and Math) are both too low</p> <p>The High School Equivalency Diploma exam options will be augmented by the addition of the HiSET exam (to compliment the GED) and therefore new goals must be established.</p> <p>Student participation in CTE courses should be increased</p> <p>There is an ongoing need to minimize the rate of students who represent failed placements, defined as students who dropout or return to district after failing to remediate credits</p> <p>Fully developed and implemented formative assessments are not evident in all curricular areas. Additional planning time is needed to complete this task.</p> <p>Additional training is needed in the area of instructional technology</p> <p>Additional training is needed in California Standards implementation and lesson design, in particular more training in Math and the Next Generation Science Standards will be needed.</p> <p>Additional Training is needed in writing effective Individual Educational Plans</p> <p>The goal for counseling services for LI students relative to career planning was too low and will be significantly increased.</p> <p>There is a need to expand the use of technology devices from just RFEP to include all students, including all significant subgroups.</p>	
<p>Goal Applies to:</p>	<p>Schools: All VCOE schools</p>	<p>Applicable Pupil Subgroups: All students including Students with Disabilities, Hispanic/Latino, Low Income, English Learner, Foster Youth</p>

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:

ITEM (State Priority)

1. Maintain: 100% of teachers appropriately credentialed in the courses they teach and considered highly qualified as defined in NCLB guidelines **(1)**
2. 100% of students will continue to have access to standards-aligned instructional materials **(1,2)**
3. Student performance will increase in reading by 5% and math by 3% as measured by STAR Reading and Math pre and post assessment. For students in special education, increase in student achievement in reading and math will be assessed through pre and post-tests, and progress towards yearly individualized IEP goals. **(4,8)**
4. Number of students passing the CAHSEE will increase by 2% from prior year **(8)**
5. Percentage of failed placements defined as dropouts or students who return to district after failing to remediate credits will decrease from 11 to 10 or fewer **(5,8)**
50% of students at Gateway School will complete a Career and Technical Education Course **(4,7,8,10)**
6. Phoenix and Triton will have a minimum of 1 student each participate in Career Education courses as is appropriate given IEP goals **(4,7,8,10)**
7. 90% of English Language Arts, mathematics, and science course offerings will be aligned to the California Standards and Next Generation Science Standards and modified when necessary to meet the individual needs of students in special education.**(2)**
8. Local formative assessments and IEP goals aligned to the (California Standards) will continue to be developed and implemented in science **(1,5)**
9. No fewer than 10 teachers will receive professional development in order to improve instruction by infusing instructional technology into the classroom thereby increasing engagement and accessibility of the California Standards **(1,5)**
10. The implementation of one-to-one technology will reach 10% of classrooms.**(1,5)**
11. Baseline Passing rate will be established for the HiSET (High School Equivalency Exam) which will be in its first year of implementation **(8)**

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Student Services and Special Education administration will meet no less than monthly to monitor staffing pattern needs and recruitment and corresponding credentialing needs	All VCOE Schools	<u> X </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No additional cost
2. All students will be enrolled in diagnostic software system and be required to participate in pre and post assessments and take regular formative assessments. For students in special education, progress towards yearly IEP goals in English Language Arts, mathematics, and science will be monitored on a regular basis. Costs include payment of annual maintenance agreement.	All VCOE schools	<u> X </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$2,000 unrestricted software licensing budget

<p>3. Students who have not passed or are in danger of not passing the CAHSEE will receive targeted support in English and/or math during a daily 40 minutes intervention period in groups of 20 or less</p> <p>a. Implement CAHSEE on Target and Schmoop intervention curriculum for all eligible students</p>	Gateway	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$1,000</p> <p>Unrestricted supplies and instructional materials general fund budget</p>
<p>4. After School Tutorial for CAHSEE intervention will be provided and participation encouraged by providing program incentives including transportation.</p>	Gateway	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$10,000</p> <p>Unrestricted supplies and instructional materials general fund budget</p>
<p>5. Technology for accessing the California Standards will be upgraded, including CAASPP testing centers, and progress towards having a ratio of one-to-one for devices</p> <p>a. Technology upgrade, including implementation of one-to-one tablet technology for 10% of all classrooms.</p>	All VCOE Schools	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$20,000</p> <p>Unrestricted Instructional Materials Budget</p>
<p>6. English Language Arts/ELD and mathematics course materials aligned to the California Standards will be adopted /implemented and will be modified when necessary to meet the individual needs of special education students</p>	All VCOE Schools	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$20,000</p> <p>Unrestricted Instructional Materials Budget</p>
<p>7. Student Services administration will conduct assessments of all course descriptions and revise as necessary</p>	All VCOE Schools	<p><input checked="" type="checkbox"/> ALL.</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>No additional cost</p>
<p>8. High School Equivalency Test Preparation and Administration</p> <p>a. Maintain sufficient staffing to administer GED/HISET</p> <p>b. Test preparation materials provided to students and provide staff training</p>	All VCOE Schools	<p><input checked="" type="checkbox"/> ALL.</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$30,000 Unrestricted salaries and benefits/Instructional Materials</p>

<p>9. Priority access to accelerated course work and college and career planning.</p> <p>a. Counselor will meet with no less than 75% of LI students for college and career planning expense represents 12% of Counselor FTE</p>	Gateway	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	\$12,600 restricted federal Medi-Cal salaries and benefits budget
<p>10. Provide after school intervention services and transportation for approximately 30 LI, and/or EL students targeting English and/or math in groups of 10 or less</p>	Gateway	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	\$35,000 federal restricted professional services
<p>11. Career and Technical Education Course enrollment and support</p> <p>a. Recruit LI, EL, FY, RFEP and Special Education students who will receive prioritized enrollment. Transportation and material fees will be waived for CTE course offerings</p>	Gateway, Providence, Phoenix, Triton, Career Education Center	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u></p>	\$7,500 Unrestricted Salaries and benefits budget
<p>12. EL students will use California Standards English Language Arts and mathematics course materials aligned to the English Language Development (ELD) Standards through the APEX on-line Literacy Advantage Courses</p> <p>a. Purchase additional supplementary materials for APEX coursework and consumable instructional materials as needed</p>	All VCOE Schools	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u></p>	\$2,500 professional development restricted Federal budget
<p>13. Professional Development in English Language Development (ELD) Standards and ELD teaching strategies</p> <p>a. 20 teachers will receive refresher training and teacher reference materials in the English Language Development (ELD) Standards and ELD teaching strategies</p>	All VCOE Schools	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u></p>	\$8,800 restricted professional development

<p>14. Implementation of technology in the classrooms</p> <p>a. Priority will be given to EL, RFEP students for one-on-one technology purchase of approximately 20 tablets</p>	<p>All VCOE Schools</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$10,000 Unrestricted supplies budget</p>
<p>15. Targeted support for EL students during a daily 40-minute intervention period in groups of 15 or less and for students in special education, students will have individualized ELD IEP goal(s).</p> <p>a. Purchase additional supporting or replacement curriculum for or Milestones / Additional Professional development</p>		<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$2,000 Unrestricted supplies and services budget</p>
<p>16. Additional training will be provided in IEP writing to incorporate appropriate academic goals.</p>	<p>All VCOE Schools</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u></p>	<p>\$3,000 unrestricted professional development</p>
<p>17. Foster youth students will be provided a foster youth liaison 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 provide foster youth services to ensure students who qualify have access to AB216 requirements including the ability to graduate with 130 credits.</p> <p>a. Maintain staffing of Foster Youth Liaison Support Position</p>	<p>All VCOE Schools</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)</p>	<p>\$128,000 State restricted salary and benefits</p>
<p>18. Implementation of Extended School Year (ESY) school program</p>	<p>Gateway</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)</p>	<p>\$18,268 unrestricted salary and benefits</p>

LCAP Year 2: 2016-2017

<p>Expected Annual Measurable Outcomes:</p>	<p><u>ITEM (State Priority)</u></p> <p>1. Maintain: 100% of teachers being credentialed in the courses they teach and considered highly qualified as defined in NCLB guidelines (1)</p>
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2. 100% of students will continue to have access to standards-aligned instructional materials **(1,2)**
3. Student performance will increase in reading by 5% and math by 3% as measured by STAR Reading and Math pre and post assessment. For students in special education increase in, student achievement in reading and math will be assessed through pre and post-tests, and progress towards yearly individualized IEP goals. **(4,8)**
4. Number of students passing the CAHSEE will increase by 2% from prior year **(8)**
5. Percentage of failed placements defined as dropouts or students who return to district after failing to remediate credits will decrease from 10 to 9 or fewer **(5,8)**
6. 60% of students at Gateway School will complete a Career and Technical Education Course **(4,7,8,10)**
7. Phoenix and Triton will have a minimum of 1 student each participate in Career Education courses as is appropriate given IEP goals **(4,7,8)**
8. 100% of English Language Arts, mathematics, and science course offerings will be aligned to the California Standards and Next Generation Science Standards and modified when necessary to meet the individual needs of students in special education.**(2)**
9. Local Benchmark assessments and IEP goals aligned to the California Standards will continue to be developed and implemented in all core areas **(1,5)**
10. No fewer than 10 teachers will receive professional development in order to improve instruction by infusing instructional technology into the classroom thereby increasing engagement and accessibility of the California Standards **(1,5)**
11. The implementation of one-to-one technology will reach 15% of classrooms **(1,5,10)**
12. Number of students passing either the HiSET (High School Equivalency Exam) or GED will increase by 2% from the baseline set in 2015-16 **(8)**

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Student Services and Special Education administration will meet no less than monthly to monitor staffing pattern needs and recruitment and corresponding credentialing needs	All VCOE schools	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
2. All students will be enrolled in diagnostic software system and be required to participate in pre and post assessments and take regular formative assessments. For students in special education, progress towards yearly IEP goals in English Language Arts, Mathematics, and Science will be monitored on a regular basis. Costs include payment of annual maintenance agreement.	All VCOE schools	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$2,000 unrestricted software licensing budget

<p>3. Students who have not passed, or are in danger of not passing the CAHSEE will receive targeted support in English and/or Math during a daily 40 minutes intervention period in groups of 20 or less</p> <p>a. Implement CAHSEE on Target and Schmoop intervention curriculum for all eligible students</p>	Gateway	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	\$3,000 restricted federal software licensing
<p>4. After School Tutorial for CAHSEE intervention will be provided and participation encouraged by providing program incentives including transportation.</p>	Gateway	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	\$10,000 Unrestricted supplies and instructional materials general fund budget
<p>5. Technology for accessing the California Standards will be upgraded, including CAASPP testing Centers and progress towards having a ratio of one-to-one for devices</p> <p>a. Technology upgrade, including implementation of one-to-one tablet technology for 15% of all classrooms.</p>	All VCOE Schools	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups</p>	\$20,000 Unrestricted Instructional Materials Budget
<p>6. English Language Arts/ELD and Mathematics course materials aligned to the California Standards will be adopted /implemented and will be modified when necessary to meet their individual needs for special education students</p>	All VCOE Schools	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: :(Specify)_____</p>	\$20,000 Unrestricted Instructional Materials Budget
<p>7. Student Services administration will conduct assessments of all course descriptions and revise as necessary</p>	All VCOE Schools	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>8. High School Equivalency Test Preparation and Administration</p> <p>a. Maintain sufficient staffing to administer GED/HISET</p> <p>b. Test preparation materials provided to students and provide staff training</p>	All VCOE Schools	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	\$30,000 Unrestricted salaries and benefits/Instructional Materials

<p>9. Priority access to accelerated course work and college and career planning. a. Counselor will meet with no less than 80% of LI students for college and career planning expense represents 12% of Counselor FTE</p>	<p>Gateway</p>	<p><u>ALL</u> OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$12,600 restricted federal Medi-Cal salaries and benefits budget</p>
<p>8. Provide after school intervention services and transportation for approximately 30 LI and/or EL students targeting English and/or Math in groups of 10 or less</p>	<p>Gateway</p>	<p><u>ALL</u> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$35,000 federal restricted professional services</p>
<p>9. Career and Technical Education Course enrollment and support a. Recruit LI, EL, FY, RFEP and Special Education students who will receive prioritized enrollment. Transportation and material fees will be waived for CTE course offerings</p>	<p>Gateway</p>	<p><u>ALL</u> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u></p>	<p>\$7,500 Unrestricted Salaries and benefits budget</p>
<p>10. EL students will use (California Standards) English Language Arts and mathematics course materials aligned to the English Language Development (ELD) Standards through the APEX on-line Literacy Advantage Courses a. Purchase additional supplementary materials for APEX coursework and consumable instructional materials as needed</p>	<p>All VCOE Schools</p>	<p><u>ALL</u> OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$2,500 professional development restricted Federal budget</p>

<p>11. Professional Development in English Language Development (ELD) Standards and ELD Teaching Strategies</p> <p>a. 20 Teachers will receive refresher training and teacher reference materials in the English Language Development (ELD) Standards and ELD Teaching Strategies</p>	All VCOE Schools	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	\$5,000 restricted Federal, professional development
<p>12. Implementation of technology in the classrooms</p> <p>a. Priority will be given to EL, RFEP, LI and Foster students for one-on-one technology purchase of approximately 20 tablets</p>	All VCOE Schools	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	\$8,000 Unrestricted supplies budget
<p>13. Targeted support for EL students during a daily 40-minute intervention period in groups of 15 or less and for students in special education, students will have individualized ELD IEP goal(s).</p> <p>a. Purchase additional supporting or replacement curriculum for or Milestones / Additional Professional development</p>	Gateway	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	\$2,000 Unrestricted supplies and services budget
<p>14. Additional training will be provided in IEP writing to incorporate appropriate academic goals.</p>	All VCOE Schools	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) Special Education</p>	\$3,000 unrestricted professional development
<p>15. Foster youth students will be provided a foster youth liaison 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 provide foster youth services to ensure students who qualify have access to AB216 requirements including the ability to graduate with 130 credits.</p> <p>a. Maintain staffing of Foster Youth Liaison Support Position</p>	All VCOE Schools	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	\$128,000 State restricted salary and benefits
<p>16. Implementation of ESY (Extended School Year) school program</p>	Gateway	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	\$18,628 unrestricted salary and benefits

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:

ITEM (State Priority)

1. Maintain: 100% of teachers appropriately credentialed in the courses they teach and considered highly qualified as defined in NCLB guidelines **(1,5)**
2. 100% of students will continue to have access to standards-aligned instructional materials **(1,2)**
3. Student performance will increase in reading by 5% and math by 3% as measured by STAR Reading and Math pre and post assessment. For students in special education, increase in student achievement in reading and math will be assessed through pre and post-tests, and progress towards yearly individualized IEP goals. **(4,8)**
4. Number of students passing the CAHSEE will increase by 2% from prior year **(8)**
5. Percentage of failed placements defined as dropouts or students who return to district after failing to remediate credits will decrease from 9 to 8 or fewer **(5,8)**
6. 70% of students at Gateway School will complete a Career and Technical Education Course **(4,7,8,10)**
7. Phoenix and Triton will have a minimum of 1 student each participate in Career Education courses as is appropriate given IEP goals **(4,7,8,10)**
8. Maintain 100% of English Language Arts, mathematics, and science course offerings will be aligned to the California Standards and Next Generation Science Standards and modified when necessary to meet the individual needs of students in special education. **(2)**
9. Local formative assessments and IEP goals aligned to the California Standards will be continue to be developed and implemented in all core areas **(1,5)**
10. No fewer than 10 teachers will receive professional development in order to improve instruction by infusing instructional technology into the classroom thereby increasing engagement and accessibility of the California Standards **(1,5)**
11. The implementation of one-to-one technology will reach 20% of classrooms **(1,5)**
12. Number of students passing either the HiSET (High School Equivalency Exam) or GED will increase by 2% from the baseline set in 2015-16 **(8)**

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Student Services and Special Education administration will meet no less than monthly to monitor staffing pattern needs and recruitment and corresponding credentialing needs	All VCOE Schools	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	No additional cost
2. All students will be enrolled in diagnostic software system and be required to participate in pre and post assessments and take regular formative assessments. For students in special education, progress towards yearly IEP goals in English Language Arts, mathematics, and science will be monitored on a regular basis. Costs include payment of annual maintenance agreement.	All VCOE schools	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$2,000 unrestricted software licensing budget

<p>3. Students who have not passed, or are in danger of not passing the CAHSEE will receive targeted support in English and/or math during a daily 40 minutes intervention period in groups of 20 or less</p> <p>a. Implement CAHSEE on Target and Schmoop intervention curriculum for all eligible students</p>	Gateway	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	\$3,000 restricted federal software licensing
<p>4. After School Tutorial for CAHSEE intervention will be provided and participation encouraged by providing program incentives including transportation.</p>	Gateway	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	\$10,000 Unrestricted supplies and instructional materias
<p>5. Technology for accessing the California Standards will be upgraded, including CAASPP testing Centers, and progress towards having a ratio of one-to-one for devices</p> <p>a. Technology upgrade, including implementation of one-to-one tablet technology for 20% of all classrooms.</p>	All VCOE Schools	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	\$20,000 Unrestricted Instructional Materials
<p>6. Science course materials aligned to the California Standards will be adopted /implemented and will be modified when necessary to meet their individual needs for special education students</p>	All VCOE Schools	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	\$20,000 Unrestricted Instructional Materials
<p>7. High School Equivalency Test Preparation and Administration</p> <p>a. Maintain sufficient staffing to administer GED/HISET</p> <p>b. Test preparation materials provided to students and provide staff training</p>	All VCOE Schools	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	\$30,000 Unrestricted salaries and benefits/Instructional Materials
<p>8. Student Services administration will conduct assessments of all course descriptions and revise as necessary</p>	All VCOE Schools	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	No additional cost
<p>9. Priority access to accelerated course work and college and career planning.</p> <p>a. Counselor will meet with no less than 85% of LI students for college and career planning expense represents 12% of Counselor FTE</p>	Gateway	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	\$12,600 restricted federal Medi-Cal salaries and benefits

<p>10. Provide after school intervention services and transportation for approximately 30 LI, EL students targeting English and/or math in groups of 10 or less</p>	<p>Gateway</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$35,000 federal restricted professional services</p>
<p>11. Career and Technical Education Course enrollment and support a. Recruit LI, EL, FY, RFEP and Special Education students who will receive prioritized enrollment. Transportation and material fees will be waived for CTE course offerings</p>	<p>Gateway, Triton and Phoenix</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$7,500 Unrestricted Salaries and benefits</p>
<p>11. EL students will use California Standards English Language Arts and mathematics course materials aligned to the English Language Development (ELD) Standards through the APEX on-line Literacy Advantage Courses a. Purchase additional supplementary materials for APEX coursework and consumable instructional materials as needed</p>	<p>All VCOE Schools</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$2,500 professional development restricted Federal</p>
<p>12. Professional Development in English Language Development (ELD) Standards and ELD Teaching Strategies a. 20 Teachers will receive refresher training and teacher reference materials in the English Language Development (ELD) Standards and ELD Teaching Strategies</p>	<p>All VCOE Schools</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$5,000 restricted Federal professional development</p>
<p>13. Implementation of technology in the classrooms a. Priority will be given to EL, RFEP, LI and Foster students for one-on-one technology purchase of approximately 20 tablets</p>	<p>All VCOE Schools</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$8,000 Unrestricted supplies</p>
<p>14. Targeted support for EL students during a daily 40-minute intervention period in groups of 15 or less and for students in special education, students will have individualized ELD IEP goal(s). a. Purchase additional supporting or replacement curriculum for or Milestones / Additional Professional development</p>	<p>Gateway</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$2,000 Unrestricted supplies and services</p>
<p>14. Additional training will be provided in IEP writing to incorporate appropriate academic goals.</p>	<p>All VCOE Schools</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Special Education</u></p>	<p>\$3,000 unrestricted professional development</p>

<p>15. Foster youth students will be provided a foster youth liaison 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 provide foster youth services to ensure students who qualify have access to AB216 requirements including the ability to graduate with 130 credits.</p> <p>a. Maintain staffing of Foster Youth Liaison Support Position</p>	<p>All VCOE Schools</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$128,000 State restricted salary and benefits</p>
<p>16. Implementation of ESY (Extended School Year) school program</p>	<p>Gateway</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$18,268 unrestricted salary and benefits</p>

GOAL:	<u>Goal #2</u> VCOE will enhance school safety and climate for students and staff and increase student engagement and success	Related State and/or Local Priorities: 1X 2_X 3__ 4__ 5_X 6_X 7__ 8_X COE only: 9__ 10_X Local : Specify _____
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Identified Need :	Behavioral disruptions are too frequent and detract from instructional effectiveness. Consequently, there is a need for increased support, supervision and intervention to include increased supervision of buses during the transportation of students. There is a need to provide increased professional development to staff regarding issues and challenges facing the youth we serve. Attendance rates are too low Opportunities for improved student engagement are too infrequent Student and staff perceptions of connectedness have not consistently been assessed or acted upon. School facilities are older and frequently need repairs or upgrades to maintain high level of quality for students and staff. There is a need for increased deterrents and support dealing with substance abuse
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Goal Applies to:	Schools: All VCOE schools Applicable Pupil Subgroups: All students including Students with Disabilities, Hispanic/Latino, Low Income, English Learner, Foster Youth)
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LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	<u>ITEM (State Priority)</u> 1. Decrease student disciplinary referrals by 2% from prior year (6) 2. Decrease student suspensions by 2% from prior year (6) 3. Increase student attendance by 1% from prior year (5) 4. Decrease number of chronically absent students by 2% from prior year (5) 5. Bi-annual CHKS Student Surveys on caring adult relationships will increase from 52%-55%% (6) 6. Bi-annual CHKS Student Survey on opportunities for meaningful participation will increase from 21%-24% (6) 7. Scores on the Facility Inspection Tool (FIT) will increase from 96% to 98% (1) 8. Behavioral Support Services contracts will be increased by 5% from the prior year (5,6)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Alternatives to suspension through the use of Behavioral Health service, Behavioral Plans, community service, and restorative discipline strategies <ul style="list-style-type: none"> a. Increase service hours provided through health and counseling services contracts by 5% from prior year b. Provide training in restorative discipline to 20 additional staff members c. Maintain fulltime position for Restorative Justice Resource Teacher 	Gateway, Phoneix	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	A - \$54,000 Federal restricted professional development budget B - \$1200 Unrestricted Professional Development Budget C – \$100,000 Unrestricted Salary and benefits
2. Maintain support for full time Ventura County Probation Officer at Gateway	Gateway	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$100,000 unrestricted professional services budget
3. Maintain counselor positions with a ratio of no more than 150:1 to meet the academic and socio-emotional needs of all students <ul style="list-style-type: none"> 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 	Gateway, Triton and Phoenix Schools	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$223,201 Restricted and unrestricted salary and benefits budgets
4. Incentive program to address high rates of absenteeism <ul style="list-style-type: none"> a. Provide funding for motivational and educational field trips, student incentives and lunch and afterschool celebrations. 	Gateway	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$7,500 unrestricted supplies and services

<p>5. Administer California Healthy Kids Survey</p>	<p>All VCOE Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$4700 – restricted TUPE grant, professional services</p>
<p>6. Maintain facilities in good repair. a. Penfield School - Interior Walls Retrofit and plumbing upgrades b. Gateway Fire Alarm</p>	<p>Penfield School, Triggs School, Career Education Center</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$70,000 Unrestricted capital outlay and deferred maintenance</p>
<p>7. School Safety Checks using canine searches will be implemented a. Contract with locally approved vendor for no less than two inspections per month</p>	<p>Gateway</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$4,400 unrestricted professional services</p>
<p>8. Bus aides in support of safety at Gateway</p>	<p>All VCOE Schools</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$9,000 Unrestricted salaries and benefits</p>
<p>9. Professional development and training in understanding disproportionate use of discipline on low income students and on effective alternative means of correcting student behavior including restorative disciplinary practices a. Approximately 20 teachers and staff will be provided professional development and training in trauma informed care</p>	<p>Gateway</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$5,000 Federal restricted professional development budget</p>

<p>10. LI students will be identified and prioritized for participation in incentive programs to address high rates of absenteeism</p> <p>a. Purchase of student incentives and materials and supplies to support program</p> <p>b. Schedule assemblies, field trips and lunch and afterschool activities designed to meet the needs and interests of low income students</p>	All VCOE Schools	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$7,000</p> <p>Unrestricted supplies and services</p>
<p>11. Culturally relevant guest speakers on personal motivation and career readiness, and field trips to universities, museums and other educational venues will be provided to increase connectedness and pro-social attitudes and behaviors. Transportation, entrance and consultant fees will be provided</p>	All VCOE Schools	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$10,000 restricted state professional services</p>
<p>12. Foster Youth students will be offered academic tutoring, counseling, and information regarding AB216 and AB490 provisions. Foster Youth will receive priority enrollment in SES, CTE and supplemental programs.</p>	All VCOE Schools	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Expense included in goal one, action #15</p>

LCAP Year 2: 2016-2017

<p align="center">Expected Annual Measurable Outcomes:</p>	<p><u>ITEM (State Priority)</u></p>
	<ol style="list-style-type: none"> 1. Decrease student disciplinary referrals by 2% from prior year (6) 2. Decrease student suspensions by 2% from prior year (6) 3. Increase student attendance by 1% from prior year (5) 4. Decrease number of chronically absent students by 2% from prior year (5) 5. Scores on the Facility Inspection Tool (FIT) will increase from 96% to 98%.(1) 6. Behavioral Support Services contracts will be increased by 3% from the prior year (5,6)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Alternatives to suspension through the use of Behavioral Health service, Behavioral Plans, community service, and restorative discipline strategies <ul style="list-style-type: none"> a. Increase service hours provided through health and counseling services contracts by 5% from prior year b. Provide training in restorative discipline to 20 additional staff members c. Maintain fulltime position for Restorative Justice Resource Teacher 	Gateway, Phoenix	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	A - \$54,000 restricted professional development B - \$1200 Unrestricted Professional Development C – \$100,000 Salary and benefits restricted
2. Maintain support for full time Ventura County Probation Officer at Gateway	Gateway	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$100,000 unrestricted professional services
3. Maintain counselor positions with a ratio of no more than 150:1 to meet the academic and socio-emotional needs of all students <ul style="list-style-type: none"> 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 	Gateway, Triton and Phoenix Schools	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$230,201 Unrestricted and restricted salaries and benefits
4. Incentive program to address high rates of absenteeism <ul style="list-style-type: none"> a. Provide funding for motivational and educational field trips, student incentives and lunch and afterschool celebrations. 	Gateway	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$7,500 unrestricted supplies and services
5. Maintain facilities in good repair. <ul style="list-style-type: none"> a. Boswell exterior paint b. Dean Triggs School roofing c. Dwire School plumbing & wall systems 	Boswell, Dean Triggs, and Dwire school	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$215,000 Unrestricted capital outlay and deferred maintenance

<p>6. School Safety Checks using canine searches will be implemented</p> <p>a. Contract with locally approved vendor for no less than two inspections per month</p>	Gateway	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	\$4,400 unrestricted professional services
<p>7. Bus aides in support of safety at Gateway</p>	Gateway	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	\$9,000 Unrestricted salaries and benefits
<p>8. Professional development and training in understanding disproportionate use of discipline on low income students and on effective alternative means of correcting student behavior including restorative disciplinary practices</p> <p>a. Approximately 20 teachers and staff will be provided professional development and training in trauma informed care</p>	All VCOE Schools	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	\$5,000 Federal restricted professional development
<p>9. LI students will be identified and prioritized for participation in incentive programs to address high rates of absenteeism</p> <p>a. Purchase of student incentives and materials and supplies to support program</p> <p>b. Schedule assemblies, field trips and lunch and afterschool activities designed to meet the needs and interests of low income students</p>	All VCOE Schools	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	\$7,000 Unrestricted supplies and services
<p>10. Culturally relevant guest speakers on personal motivation and career readiness, and field trips to universities, museums and other educational venues will be provided to increase connectedness and pro-social attitudes and behaviors. Transportation, entrance and consultant fees will be provided</p>	All VCOE Schools	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	\$10,000 restricted state professional services
<p>11. Foster Youth students will be offered academic tutoring, counseling, and information regarding AB216 and AB490 provisions. Foster Youth will receive priority enrollment in SES, CTE and supplemental programs.</p>	All VCOE Schools	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	Expense included in goal one, action #15

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:

ITEM (State Priority)

1. Decrease student disciplinary referrals by 2% from prior year **(6)**
 2. Decrease student suspensions by 2% from prior year **(6)**
 3. Increase student attendance by 1% from prior year **(5)**
 4. Decrease number of chronically absent students by 2% from prior year **(5)**
 5. Bi-annual CHKS Student Surveys on caring adult relationships will increase from 55%-60% **(6)**
 6. Bi-annual CHKS Student Survey on opportunities for meaningful participation will increase from 27%-32% **(6)**
 7. Scores on the Facility Inspection Tool (FIT) will increase from 96% to 98%.**(1)**
- Behavioral Support Services contracts will be increased by 3% from the prior year **(5,6)**

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Alternatives to suspension through the use of Behavioral Health service, Behavioral Plans, community service, and restorative discipline strategies <ol style="list-style-type: none"> a. Increase service hours provided through health and counseling services contracts by 5% from prior year b. Provide training in restorative discipline to 20 additional staff members c. Maintain fulltime position for Restorative Justice Resource Teacher 	Gateway, Phoenix	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	A - \$54,000 restricted professional development B - \$1200 Unrestricted Professional Development C – \$100,000 Salary and benefits restricted
2. Maintain support for full time Ventura County Probation Officer at Gateway	Gateway	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$100,000 unrestricted professional services

<p>3. Maintain counselor positions with a ratio of no more than 150:1 to meet the academic and socio-emotional needs of all students</p> <p>a. Maintain full time Counselor at Gateway Community School</p> <p>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</p>	<p>Gateway, Triton and Phoenix Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$235,201 Unrestricted and restricted salary and benefits</p>
<p>4. Incentive program to address high rates of absenteeism</p> <p>a. Provide funding for motivational and educational field trips, student incentives and lunch and afterschool celebrations.</p>	<p>Gateway</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$7,500 unrestricted supplies and services</p>
<p>5. Administer California Healthy Kids Survey</p>	<p>All VCOE Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$4700 – restricted TUPE grant, professional services</p>
<p>6. Maintain facilities in good repair.</p> <p>a. Boswell Roofing, Plumbing and wall systems</p>	<p>Boswell School Center</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$160,000 Unrestricted capital outlay and deferred maintenance</p>
<p>7. School Safety Checks using canine searches will be implemented</p> <p>a. Contract with locally approved vendor for no less than two inspections per month</p>	<p>Gateway</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$4,400 unrestricted professional services</p>
<p>8. Bus aides in support of safety at Gateway</p>	<p>Gateway</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$9,000 Unrestricted salaries and benefits</p>

<p>9. Professional development and training in understanding disproportionate use of discipline on low income students and on effective alternative means of correcting student behavior including restorative disciplinary practices</p> <p>a. Approximately 20 teachers and staff will be provided professional development and training in trauma informed care</p>	<p>All VCOE Schools</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$5,000 Federal restricted professional development</p>
<p>10. LI students will be identified and prioritized for participation in incentive programs to address high rates of absenteeism</p> <p>a. Purchase of student incentives and materials and supplies to support program</p> <p>b. Schedule assemblies, field trips and lunch and afterschool activities designed to meet the needs and interests of low income students</p>	<p>All VCOE Schools</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$7,000 Unrestricted supplies and services</p>
<p>11. Culturally relevant guest speakers on personal motivation and career readiness, and field trips to universities, museums and other educational venues will be provided to increase connectedness and pro-social attitudes and behaviors. Transportation, entrance and consultant fees will be provided</p>	<p>All VCOE Schools</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$10,000 restricted state professional services</p>
<p>12. Foster Youth students will be offered academic tutoring, counseling, and information regarding AB216 and AB490 provisions. Foster Youth will receive priority enrollment in SES, CTE and supplemental programs.</p>	<p>All VCOE Schools</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Expense included in goal one, action #15</p>

GOAL:	Goal #3 VCOE will increase collaborative partnerships with parents, community members, and county service providers to support student success	Related State and/or Local Priorities: 1X 2__ 3_X 4__ 5__ 6_X 7_X 8_X COE only: 9_X 10_X Local : Specify _____
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Identified Need :	Parent involvement is low and traditional approaches have not proven sufficient at Gateway School Mentoring and related support opportunities for students are too infrequent Opportunities to build student connectedness to school are too infrequent Number of Behavioral\Health partnership visitations is insufficient to meet demand for services Student and parental knowledge of programs and services has not been consistently assessed or acted upon There is a need to acquire translation technology to improve services to non-English speaking parents There is a need to implement a new MOU with Ventura County Probation to maintain legislative compliance with AB2276
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Goal Applies to:	Schools: All VCOE schools	Applicable Pupil Subgroups: All students including Students with Disabilities, Hispanic/Latino, Low Income, English Learner, Foster Youth)
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LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	ITEM (State Priority) 1. Increase parent involvement in English Learner Parent Advisory Committee from 3 parent representative to 6+, as identified through sign-in sheets (3) 2. Increase parent involvement in School Site Councils from 3 parent representative to 6+, as identified through sign-in sheets (3) 3. Increase number of school/community sponsored activities and level of services for students and parents by 5% from prior year (3,6, 10) 4. Increase Behavioral Health Services on the Gateway Campus by 2% from prior year (6,10) 5. There will be a 2% increase in LCAP survey respondent's parents from the prior year. (3)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Enhanced outreach to parents through automated call out system, communication home in English and Spanish, and the SARB Process. a. Maintain translation services and implementation of enhanced outreach including teleconferencing and holding parent meetings out in the communities we serve.	All VCOE Schools	_X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$25,000 Unrestricted salaries and benefits - .25 FTE

<p>2. Resources for school functions will be enhanced to include, child care, transportation, family service classes, and refreshments</p>	<p>Gateway</p>	<p><input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____</p>	<p>\$3,000 unrestricted supplies and services</p>
<p>3. 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. a. Fees waived for community services and parenting classes on campus, during, and after school</p>	<p>All VCOE Schools</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____</p>	<p>\$7,000 unrestricted supplies and services</p>
<p>4. Child care, bilingual parenting classes, and translation services will be provided for all Open House, Back to school night, and committee meetings and documents sent home or posted on-line.</p>	<p>All VCOE Schools</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners ___ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____</p>	<p>\$9,000 unrestricted supplies and services</p>
<p>5. Collaboration will be strengthened through participation in collaborative meetings with Casa Pacific, Big Brother/Big Sisters, and Ventura County Behavioral Health, and Ventura County Probation a. Maintain VCOE attendance and participation with community service organizations and social services b. Implement a new MOU with Ventura County Probation to maintain legislative compliance with AB2276</p>	<p>All VCOE Schools</p>	<p><input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____</p>	<p>\$2,000 Restricted state supplies and mileage</p>

LCAP Year 2: 2016-2017

<p>Expected Annual Measurable Outcomes:</p>	<p><u>ITEM (State Priority)</u></p> <ol style="list-style-type: none"> 1. Maintain parent involvement in English Learner Parent Advisory Committee at a minimum of 6 parent representatives as identified through sign-in sheets (3) 2. Maintain parent involvement in School Site Councils at a minimum of 6 parent representatives as identified through sign-in sheets (3) 3. Increase number of school/community sponsored activities and level of services for students and parents by 5% from prior year (3,6,10) 4. Increase Behavioral Health Services on the Gateway Campus by 2% from prior year (6,10) 5. There will be a 2% increase in LCAP survey respondent's parents from the prior year.(3)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Enhanced outreach to parents through automated call out system, communication home in English and Spanish, and the SARB Process.</p> <p>a. Maintain translation services and implementation of enhanced outreach including teleconferencing and holding parent meetings out in the communities we serve.</p>	All VCOE Schools	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	\$25,000 Unrestricted salaries and benefits for Admin. Dean. - .25 FTE
<p>2. Resources for school functions will be enhanced to include, child care, transportation, family service classes, and refreshments</p>	Gateway	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	\$3,000 unrestricted supplies and services general fund budget
<p>3. 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.</p> <p>a. Fees waived for community services and parenting classes on campus, during, and after school</p>	All VCOE Schools	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	\$7,000 unrestricted supplies and services budget
<p>4. Child care, bilingual parenting classes, and translation services will be provided for all Open House, Back to school night, and committee meetings and documents.</p>	All VCOE Schools	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	\$9,000 unrestricted supplies and services general fund budget
<p>5. Collaboration will be strengthened through participation in collaborative meetings with Casa Pacific, Big Brother/Big Sisters, and Ventura County Behavioral Health, and Ventura County Probation</p> <p>a. Maintain VCOE attendance and participation with community service organizations and social services</p> <p>b. Implement a new MOU with Ventura County Probation to maintain legislative compliance with AB2276</p>	All VCOE Schools	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	\$2000 Restricted state supplies and mileage budget

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:

ITEM (State Priority)

1. Maintain parent involvement in English Learner Parent Advisory Committee at a minimum of 6 parent representatives as identified through sign-in sheets **(3)**
2. Maintain parent involvement in School Site Councils at a minimum of 6 parent representatives as identified through sign-in sheets **(3)**
3. Increase number of school/community sponsored activities and level of services for students and parents by 5% from prior year **(3,6,10)**
4. Increase Behavioral Health Services on the Gateway Campus by 2% from prior year **(6,10)**
5. There will be a 2% increase in LCAP survey respondent's parents from the prior year **(3)**

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Enhanced outreach to parents through automated call out system, communication home in English and Spanish, and the SARB Process. a. Maintain translation services and implementation of enhanced outreach including teleconferencing and holding parent meetings out in the communities we serve.	All VCOE Schools	<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	\$25,000 Unrestricted salaries and benefits for Admin. Dean - .25 FTE
2. Resources for school functions will be enhanced to include, child care, transportation, family service classes, and refreshments	Gateway	<u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	\$3,000 unrestricted supplies and services general fund budget
3. 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. a. Fees waived for community services and parenting classes on campus, during, and after school	All VCOE Schools	<u> </u> ALL ----- OR: <u> X </u> Low Income pupils <u> X </u> English Learners <u> X </u> Foster Youth <u> X </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	\$7,000 unrestricted supplies and services budget

<p>4. Child care, bilingual parenting classes, and translation services will be provided for all Open House, Back to school night, and committee meetings and documents.</p> <p>a. Staffing of child care and translation services</p>	<p>All VCOE Schools</p>	<p><u> </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> X Low Income pupils <u> </u> X English Learners</p> <p><u> </u> X Foster Youth <u> </u> X Redesignated fluent English proficient <u> </u> Other</p> <p>Subgroups:(Specify) _____</p>	<p>\$9,000 unrestricted supplies and services general fund budget</p>
<p>5. Collaboration will be strengthened through participation in collaborative meetings with Casa Pacific, Big Brother/Big Sisters, and Ventura County Behavioral Health, and Ventura County Probation</p> <p>a. Maintain VCOE attendance and participation with community service organizations and social services</p> <p>b. Implement a new MOU with Ventura County Probation to maintain legislative compliance with AB2276</p>	<p>All VCOE Schools</p>	<p><u> </u> X ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other</p> <p>Subgroups:(Specify) _____</p>	<p>\$2000 Restricted state supplies and mileage budget</p>

GOAL:	Goal #4 Provide Ventura County expelled youth, a rigorous academic environment, while providing rehabilitation services and social/emotional support	Related State and/or Local Priorities: 1_X 2_X 3__ 4__ 5_X 6_X 7_X 8__ COE only: 9_X 10__ Local : Specify _____
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Identified Need :	Collaboration with the 20 school districts needs to be improved in order to ensure expelled students are served appropriately and are well prepared to return to district successfully.
	Community partnerships and involvement are currently too infrequent to serve the numerous and varied needs of expelled students Academic achievement for expelled students is low Too many expelled students end up representing failed placements, defined as those who drop out or return to district after failing to remediate credits

Goal Applies to:	Schools: All schools in Ventura County districts
	Applicable Pupil Subgroups: Ventura County expelled youths

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	ITEM (State Priority)
	<ol style="list-style-type: none"> Number of failed placements, defined as students who dropout or return to district after failing to remediate credits, will decrease from 11 students to 10 or fewer. (5,8,9) Increased options identified by Ventura County Student Services Collaborative and designed to meet service gaps 1 and 2 will be implemented to reduce numbers of students referred back to district as failed placements. (5,8,9) Transportation will be provided to all expelled youth in order to increase attendance at Gateway Community School (1,5,8,9) Socio-Emotional and rehabilitative Counseling Services will be provided to expelled youth through community based agencies. Increase service by 2% from prior year (5,6,9) Increase student reading levels by 5% and math levels by 3% as measured by the STAR Reading and Math pre and post assessment and for expelled students in special education, increase in student achievement in reading and math will be assessed and identified through pre and posttests, and progress towards yearly IEP goals. (1,8,9) Increase the number of 11th and 12th grade expelled students passing CAHSEE by 2% (1,9)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Socio-emotional and rehabilitative Counseling Services will be provided to expelled students as appropriate. Counseling services contracts will be increased by no less than 2% from the prior year.	Gateway	<u>__</u> ALL OR: <u>__</u> Low Income pupils <u>__</u> English Learners <u>__</u> Foster Youth <u>__</u> Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify) <u>Expelled Youth</u>	\$55,000 Unrestricted professional services

<p>2. Transportation will be provided to all expelled students attending Gateway Community School a. Provide bus service to Gateway</p>	Gateway	<p><u>ALL</u></p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Expelled Youth</u></p>	<p>\$155,000 Unrestricted professional services general fund budget salary and benefits</p>
<p>3. VCOE will maintain a full time transition specialist (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</p>	Gateway	<p><u>ALL</u></p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Expelled Youth</u></p>	<p>\$74,000 Unrestricted salaries and benefits general fund budget</p>
<p>4. Actions and services detailed in Goal 1, numbers 3 and 4, will be used to support annual measurable outcome number 5 and 6 above for expelled youth.</p>	Gateway	<p><u>ALL</u></p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Expelled Youth</u></p>	<p>Expense included in Goal 1, actions 3 and 4</p>

LCAP Year 2: 2016-2017

<p align="center">Expected Annual Measurable Outcomes:</p>	<p><u>ITEM (State Priority)</u></p>
	<ol style="list-style-type: none"> Number of failed placements, defined as students who dropout or return to district after failing to remediate credits, will decrease from 10 students to 9 or fewer. (5,8,9) Transportation will be provided to all expelled youth in order to increase attendance at Gateway Community School (1,5,8,9) Socio-Emotional and rehabilitative Counseling Services will be provided to expelled youth through community based agencies. Increase service by 2% from prior year (5,6,9) Increase student Reading levels by 5% and math levels by 3% as measured by the STAR Reading and Math Pre and post assessment and for students in special education, increase in student achievement in Reading and math will be assessed and identified through pre and posttests, and progress towards yearly IEP goals. (1,8,9) Increase the number of 11th and 12th grade Students passing CAHSEE by 2% (1,9)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Socio-emotional and rehabilitative Counseling Services will be provided to expelled students as appropriate. Counseling services contracts will be increased as needed.</p>	Gateway	<p><u>ALL</u></p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <input checked="" type="checkbox"/> Expelled Youth</p>	<p>\$57,000 Unrestricted professional services</p>

2. Transportation will be provided to all expelled students attending Gateway Community School.	Gateway	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Expelled Youth</u>	\$160,000 Unrestricted professional services and salary and benefits
3. VCOE will maintain a full time transition specialist (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	Gateway	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Expelled Youth</u>	\$74,000 Unrestricted salaries and benefits
4. Actions and services detailed in Goal 1, numbers 3 and 4, will be used to support annual measurable outcome number 5 and 6 above for expelled youth.	Gateway	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Expelled Youth</u>	See Goal 1, actions 3,4

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	<u>ITEM (State Priority)</u>
	<ol style="list-style-type: none"> Number of failed placements, defined as students who dropout or return to district after failing to remediate credits, will decrease from 9 students to 8 or fewer.(5,8,9) Transportation will be provided to all expelled youth in order to increase attendance at Gateway Community School (1,5,8,9) Socio-Emotional and rehabilitative Counseling Services will be provided to expelled youth through community based agencies. Increase service by 2% from prior year (5,6,9) Increase student Reading levels by 5% and math levels by 3% as measured by the STAR Reading and Math pre and post assessment and for students in special education increase in student achievement in Reading and math will be assessed and identified through pre and posttests, and progress towards yearly IEP goals.(1,8,9) Increase the number of 11th and 12th grade students passing CAHSEE by 3% (1,9)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Socio-emotional and rehabilitative Counseling Services will be provided to expelled students as appropriate. Counseling services contracts will be increased as needed.	Gateway	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Expelled Youth</u>	\$57,000 Unrestricted professional services

<p>2. Transportation will be provided to all expelled students attending Gateway Community School.</p>	<p>Gateway</p>	<p><u> </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify) <u>Expelled Youth</u></p>	<p>\$160,000 Unrestricted professional services and salary and benefits</p>
<p>3. VCOE will maintain a full time transition specialist (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</p>	<p>Gateway</p>	<p><u> </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify) <u>Expelled Youth</u></p>	<p>\$74,000 Unrestricted salaries and benefits</p>
<p>4. Actions and services detailed in Goal 1, numbers 3 and 4, will be used to support annual measurable outcome number 5 and 6 above for expelled youth.</p>	<p>Gateway</p>	<p><u> </u> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify) <u>Expelled Youth</u></p>	<p>Expenses included in Goal 1, actions 3 and 4</p>

GOAL:	Goal #5 Provide Ventura County Foster Youth with access to stable school environments and accessible academic programs	Related State and/or Local Priorities: 1_ 2__ 3__ 4_X 5_X 6__ 7__ 8_X COE only: 9__ 10_X Local : Specify _____
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Identified Need :	Continued sharing of data among local agencies is critical to supporting foster youth in Ventura County. There is a disproportionally high rate of school transfers for foster youth Too many foster youth do not graduate because they lack access to district-approved AB216 graduation and partial credit policies There is a need to provide professional development to VCOE staff on Trauma Informed Care to better highlight issues and challenges facing VCOE Foster Youth students
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Goal Applies to:	Schools:	All schools in Ventura County districts
	Applicable Pupil Subgroups:	Ventura County Foster Youth

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	ITEM (State Priority) 1. VCOE will continue to facilitate Foster Focus Data sharing system which will be accessible to 100% of all LEASs serving Foster Youth (10) 2. Foster Youth Coordinator will continue to facilitate county-wide meetings no fewer than 6 with school districts to increase collaboration and coordinate services (10) 3. Foster Youth Coordinator will continue to provide targeted and direct services to Foster Youth in Ventura County (10) 4. 100% of Foster youth who qualify will have access to district approved AB216 graduation and partial credit policies and provisions, including the ability to graduate with 130 credits. (4,5,10) 5. Foster Youth transfer rate will decrease by 2% from prior year (8,10)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. VCOE will maintain a foster youth liaison (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 AB216 requirements	All Schools and Sites in VC	__ALL ----- OR: __Low Income pupils __English Learners <u>X</u> Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Expense included in goal 1 action #15
2. Foster Youth students will be offered academic tutoring, counseling, and information regarding AB216 and AB490 provisions. Foster Youth will receive priority enrollment in SES, CTE and supplemental programs	All Schools and Sites in VC	__ALL ----- OR: __Low Income pupils __English Learners <u>X</u> Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$50,000 unrestricted supplies and services

<p>3. Increased communication and collaboration through:</p> <p>a. VCOE school representation at the county quarterly Foster Youth meetings</p> <p>b. Facilitation of county-wide Foster Youth meetings provided for all VC LEA's</p> <p>c. Provide mileage reimbursements and other costs for such efforts (ie duplication, supplies, etc.)</p> <p>d. Facilitate relevant professional develop such as trauma informed care</p>	<p>All Schools and Sites in VC</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	<p>\$500 Restricted state supplies and mileage</p>
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LCAP Year 2: 2016-2017

<p>Expected Annual Measurable Outcomes:</p>	<p><u>ITEM (State Priority)</u></p> <ol style="list-style-type: none"> 1. VCOE will continue to facilitate Foster Focus Data sharing system which will be accessible to 100% of all LEASs serving Foster Youth (10) 2. Foster Youth Coordinator will continue to facilitate County Wide Meetings with School Districts to increase Collaboration and Coordinate services (10) 3. Foster Youth Coordinator will continue to provide targeted and direct services to Foster Youth in Ventura County (10) 4. 100% of Foster youth who qualify will have access to district approved AB216 graduation and partial credit policies and provisions, including the ability to graduate with 130 credits. (4,5,10) <p>Foster youth students transfer rate will decrease by 2% from prior year (8,10)</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. VCOE will maintain a foster youth liaison (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 AB216 requirements</p>	<p>All Schools and Sites in VC</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	<p>Expense included in goal 1 action #15</p>
<p>2. Foster Youth students will be offered academic tutoring, counseling, and information regarding AB216 and AB490 provisions. Foster Youth will receive priority enrollment in SES, CTE and supplemental programs</p>	<p>All Schools and Sites in VC</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	<p>\$50,000 unrestricted supplies and services</p>

<p>3. Increased communication and collaboration through:</p> <p>a. VCOE school representation at the County quarterly foster youth meetings</p> <p>b. Facilitation of county-wide Foster Youth Meetings provided for all VC LEA's</p> <p>c. Provide mileage reimbursements and other costs for such efforts (ie duplication, supplies, etc)</p> <p>d. Facilitating relevant professional develop such as trauma informed care</p>	<p>All Schools and Sites in VC</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	<p>\$2,000 Restricted state supplies and mileage</p>
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LCAP Year 3: 2017-2018

<p align="center">Expected Annual Measurable Outcomes:</p>	<p>ITEM (State Priority)</p> <ol style="list-style-type: none"> VCOE will continue to facilitate Foster Focus Data sharing system which will be accessible to 100% of all LEASs serving Foster Youth (10) Foster Youth Coordinator will continue to facilitate County Wide Meetings with School Districts to increase Collaboration and Coordinate services (10) Foster Youth Coordinator will continue to provide targeted and direct services to Foster Youth in Ventura County (10) 100% of Foster youth who qualify will have access to district approved AB216 graduation and partial credit policies and provisions, including the ability to graduate with 130 credits.(4,5,10) Foster youth students transfer rate will decrease by 2% from prior year (8,10)
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. VCOE will maintain a foster youth liaison (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 AB216 requirements</p>	<p>All Schools and Sites in VC</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	<p>Expense included in goal 1 action #15</p>
<p>2. Foster Youth students will be offered academic tutoring, counseling, and information regarding AB216 and AB490 provisions. Foster Youth will receive priority enrollment in SES, CTE and supplemental programs</p>	<p>All Schools and Sites in VC</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	<p>\$50,000 unrestricted supplies and services</p>
<p>3. Increased communication and collaboration through:</p> <p>a. VCOE school representation at the County quarterly foster youth meetings</p> <p>b. Facilitation of county-wide Foster Youth Meetings provided for all VC LEA's</p> <p>c. Provide mileage reimbursements and other costs for such efforts (ie duplication, supplies, etc)</p> <p>d. Facilitating relevant professional develop such as trauma informed care</p>	<p>All Schools and Sites in VC</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	<p>\$2,000 Restricted state supplies and mileage</p>

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

LCAP Year: 2014-15

Original GOAL from prior year LCAP:

Goal #1
Student achievement will increase in the core academic areas

Related State and/or Local Priorities:
1 X 2 X 3__ 4 X 5__ 6__ 7 X
8 X
COE only: 9 X 10 X
Local : Specify _____

Goal Applies to:

Schools: All VCOE schools

Applicable Pupil Subgroups: All students including Students with Disabilities, Hispanic/Latino, Low Income, English Learner, Foster Youth

Expected Annual Measurable Outcomes:

- 1) 95% of teachers will be appropriately credentialed in the courses they teach and considered highly qualified as defined in NCLB guidelines
- 2) 100% of students will continue to have access to standards-aligned instructional materials
- 3) Student performance will increase in reading by 5% and math by 3% as measured by STAR Reading and math pre and post assessment. For students in special education increase in student achievement in Reading and math will be assessed through pre and post-tests and progress towards yearly individualized IEP goals.
- 4) Number of students passing the GED exam will increase by 2%

Actual Annual Measurable Outcomes:

- 1) 100% of VCOE teachers are in appropriate assignments and are HQT compliant. Outcome met.
- 2) All students have access to appropriate standards-aligned instructional materials. Augmentations in this area included:

Kdg.-Post-Secondary Teachers received UNIQUE Curriculum. UNIQUE Curriculum is aligned to the CCSS and designed to support students with moderate/severe disabilities including pre/post content based assessments. Training in UNIQUE was provided to all Teachers and Paraeducators (10/15/14) by the publisher.

Mild/Moderate K – 8th Grade Teachers were provided Investigations curriculum and training (10/22/14) by the publisher. Investigations CCSS Aligned Math Curriculum to supplement the Envision math Program.

DIGITS CCSS Aligned math Curriculum was provided to two special education intervention classes 7th -10th grades. Training was provided (11/20/2014) by the publisher.
- 3) Reading: In 2014-15, reading level was 3.85 for the pre-test and 4.55 for the post-test equaling an 18% increase in overall reading levels. Outcome met.

Math: In 2014-15, math level was 4.5 for the pre-test and 5.0 for the post-test equaling an 11% increase in overall reading levels. Outcome met.
- 4)

	Pass	Fail	Incomplete	Total
2013/2014	64	23	10	97
	66%	24%	10%	
2014/2015	44	23	2	84
(as of April 2015)	58%	33%	9%	

Based on current numbers it is not anticipated this outcome will be met.

<p>5) Number of students passing the CAHSEE will increase by 2% from baseline number set at end of 2013-14 school year. (10th grade)</p> <p>6) Percentage of failed placements, dropouts or return to district after failing to remediate credits will decrease by 2% from baseline number set at end of 2013-14 school year</p> <p>7) 15% of students will complete a Career and Technical Education Course</p> <p>8) 75% of all English Language Arts and math course offerings will be aligned to the CCSS and modified when necessary to meet the individual needs of students in special education.</p> <p>9) Local Benchmark assessments and IEP goals aligned to the California Standards will be developed and implemented in <i>English Language Arts and math</i></p> <p>10) 100% of students will have access to necessary technology including the</p>		<p>5) Number of Students went from 24 to 29 which represents an increase of 20.8% in the number of kids passing. Outcome met.</p> <p>6) The 2013-14 baseline was 40 failed placements. During the 2014-15 school year there were a total of 26 failed placements for a 35% decrease. Outcome met.</p> <p>7) 56 students are enrolled in CTE courses at Gateway Community school and it is anticipated that we will have 49 complete CTE course work. This would equal approximately 40%. Outcome met.</p> <p><i>In addition, VCOE expanded on this goal by advancing CTE and career readiness programs in its special education programs. Triton Academy Workability Coordinator meets with 12 Junior and Senior Students to develop a transition plan and coordinates appropriate CTE classes for them to attend during the school day. 4 Students from the ACCESS Post-Secondary program attended CEC courses and 7 attended Moorpark Community College. Phoenix Schools Coordinator meets with 15 students (2 classes) implementing a 40 week curriculum that focuses on job readiness/preparedness. 21 students participated in CEC courses during the 14-15 school year.</i></p> <p>8) Approximately 80% of ELA and math courses are aligned to CCSS and meet the needs of our student population. Remaining work for next year includes aligning integrated math courses that adhere to our new course of studies in math. Goal met and progress ongoing. In special education, 75% of all ELA courses are aligned to CCSS and meet the needs of our population based on pacing guides and calendars. Outcome met</p> <p>9) Formative assessments in ELA and math have been developed at Gateway and Providence. Results are regularly communicated in published updates. All students have access to computers in their classrooms. All classrooms have access to the computer lab on Gateway's campus. Outcome met.</p> <p><u>Writing CCSS Aligned IEP Goals including goals for the English Language Learner:</u> Mild/Moderate Teachers and Specialists attended Trainer of Trainer (1/22/15) or site based trainings (1/07/15, 1/20/15, 1/29/15). Starting 2015/2016 School Year all IEPs will be included in the goals aligned to the CCSS. All teachers have been trained to write CCSS goals. M/M teachers in February 2015. M/M sites during staff meetings. Starting 2015-2016 all IEPs will include goals aligned to CCSS.</p> <p><u>Writing CCSS Aligned IEP Goals for the Moderate/Severe Student:</u> Moderate/Severe Special Education Teachers grades K. – Post Secondary attended training (2/25/15). Starting 2015/2016 School Year all IEPs will include goals aligned to the CCSS.</p>
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	implementation of CAASPP testing centers.		<p>10) All VCOE Students have access to <i>necessary technology</i> including CAASPP testing centers. Testing labs have been established at Gateway Community School, Triton Academy, all Phoenix sites and Foster school.</p> <p>In addition, the concept of necessary technology has been broadened to include the following:</p> <ol style="list-style-type: none"> Installation of approximately 19 interactive white boards Implementation of approximately 65 new tablets for students and 7 for teachers. Completion of professional learning activities including: <ol style="list-style-type: none"> <u>"Finding your Spark" Full Day Technology Conference for Educators:</u> 3 teachers and administrator attended and presented at the technology conference for beginning teachers. <u>Building Educator Assessment Literacy Performance Assessment Literacy Training.</u> Teacher attended a two day training providing and understanding of the Smarter Balanced Performance tasks, how they assess CCSS and instruction (3/4 and 3/5/2015).
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Full adoption and purchase of diagnostic assessment software program	\$2,000 unrestricted software	VCOE has adopted and purchased Renaissance –STAR diagnostic assessment software and it is currently in use. Action met.	\$1,579 unrestricted software
Scope of service:	All VCOE Schools	Scope of service:	All VCOE Schools
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	

2. Release time for 3 teachers at two days each (totaling 6 per diem days) to develop a plan to adopt a CAHSEE intervention Curriculum		\$2,550 unrestricted salary and benefits	Three teachers received two days of release time for the purpose as planned. Action met.	\$1,980 unrestricted salary and benefits
Scope of service:	Gateway Community School		Scope of service:	Gateway Community School
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
3. Provide program incentives including transportation		\$10,000 restricted Federal, supplies and professional services	Incentives were provided for attendance at CAHSEE intervention. Action met.	\$3,013 restricted supplies
Scope of service:	All VCOE Schools		Scope of service:	All VCOE Schools
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
4. Technology upgrade, including CAASPP testing Centers. Purchase computers and installation of cabling		\$40,000 Common Core restricted, professional services	New testing centers have been installed as planned including purchase of new computers, furniture, cabling and connectivity. Action met.	\$62,187 Common Core restricted, supplies and professional services
Scope of service:	All VCOE Schools		Scope of service:	All VCOE Schools
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

5. Mathematics course materials aligned to the Common Core State Standards will be adopted.		\$20,000 unrestricted, instructional materials	Kdg.-Post-Secondary Teachers received <u>UNIQUE Curriculum</u> . <u>UNIQUE Curriculum</u> is aligned to the CCSS and designed to support students with moderate/severe disabilities including pre/post content based assessments. Training in <u>UNIQUE</u> was provided to all Teachers and Paraeducators (10/15/14) by the publisher <u>DIGITS</u> CCSS Aligned Math Curriculum was provided to two special education intervention classes 7 th -10 th grades. <u>Training was provided</u> (11/20/2014) by the publisher.	\$21,013 unrestricted supplies, instructional materials and professional development
Scope of service:	All VCOE Schools		Scope of service:	All VCOE Schools
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
6. Increase staffing by .25 to accommodate increased enrollment in CTE coursework		\$20,000 unrestricted salary and benefits	Staffing at Gateway Community School for CTE increased to 1.25. Action was met and exceeded.	\$97,039 unrestricted salary and benefits
Scope of service:	Gateway Community School		Scope of service:	Gateway Community School
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
7. Staffing of support personnel to administer GED		\$12,000 unrestricted salary and benefits	20% percent of Coordinator Position has been used to support the administration of the High School Equivalency Diploma testing. .2 FTE Action met and exceeded.	\$26,040 unrestricted salary and benefits
Scope of service:	All VCOE Schools		Scope of service:	All VCOE Schools
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

8. Test preparation materials provided to students and provide staff training		\$5,000 unrestricted supplies and professional development	VCOE purchased and uses Schmoop curriculum and materials. Action met.	\$1,500 unrestricted supplies
Scope of service:	All VCOE Schools		Scope of service:	All VCOE Schools
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
9. Counselor will meet with no less than 25% of LI students for college and career planning @10% of Counselor FTE		\$10,500 restricted federal Medi-Cal salaries and benefits	The counselor at Gateway School met with approximately 91 LI students as of May 15 for College and Career Planning. In addition, engaged in the following support activities: Presentations from Ventura and Oxnard College Community College Enrollment Workshop for graduating seniors Campus visits/tours to Oxnard and Santa Barbara City College Campus visits/tours to CEC for all new students Assisted graduating seniors with FAFSA Application CEC/Parent night open house showcase CEC internships at Camarillo Premium Outlets Counseled individual students re: career and college pathways Monthly volunteer work for leadership students at Animal Shelter Action Met	\$12,063 Restricted Federal, salary and benefits
Scope of service:	Gateway Community School		Scope of service:	Gateway Community School
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

10. Provide after school intervention services and transportation for approximately 20 LI students targeting English or math in groups of 10 or less	\$30,000 federal restricted professional services and \$20,000 unrestricted professional services	15 students have participated in intervention services and of this number, 9 students have successfully completed the after school program in English or math. Services were provided through vendor <u>Student Nest, Total Education Services, and Academic Tutoring</u> . CCS held a provider fair, several providers were approved, and all families were notified of the providers, on site two providers provide after school tutoring two days a week. Transportation has been provided as needed to all participating students. Action met.	\$35,000 restricted Federal, professional services
Scope of service:	Gateway Community School	Scope of service:	Gateway Community School
__ALL		__ALL	
OR: __X_Low Income pupils __English Learners __Foster Youth __Redesignated Fluent English proficient __Other Subgroups:(Specify)_____		OR: __X_Low Income pupils __English Learners __Foster Youth __Redesignated Fluent English proficient __Other Subgroups:(Specify)_____	
11. LI students will receive prioritized enrollment. Transportation and material fees will be waived for CTE course offerings	\$5,000 unrestricted supplies and services budget	Upon receipt of referral to our VCOE programs, all students attended orientation as required in their program and enrollment was expedited. Students at Gateway were provided a transition program (.2 FTE) to orient them to school, assess basic skill levels, review transportation and introduce them to CTE offerings. No LI student was charged for materials or transportation including transportation and materials related to CTE classes. Action met.	\$20,027 Federal restricted salary and benefits, unrestricted professional services and supplies
Scope of service:	Gateway, Triton, Phoenix, and Providence	Scope of service:	Gateway, Triton, Phoenix, and Providence
__ALL		__ALL	
OR: __X_Low Income pupils __English Learners __Foster Youth __Redesignated Fluent English proficient __Other Subgroups:(Specify)_____		OR: __X_Low Income pupils __English Learners __Foster Youth __Redesignated Fluent English proficient __Other Subgroups:(Specify)_____	
12. Purchase necessary materials for APEX coursework and supplementary materials. Purchase software licenses as necessary	\$5,000 federal restricted supplies	In support of credit remediation and to broaden the course offerings in our small school settings, VCOE has purchased <u>APEX Online Coursework Curriculum</u> in the following curricular areas: Algebra 18 Core Sem 2 Art Appreciation Chemistry Core Sem 2 College and Career Preparation I College and Career Preparation II Earth Science Core Sem 1 Earth Science Core Sem 2 (2013) English 10 Common Core English I Core Sem 1	\$23,625 Federal restricted supplies

		<p> English II Core Sem 1 English II Core Sem 2 English III Core Sem 1 English III Core 2 Sem 2 English IV Core Sem 1 English IV Core Sem 2 (2013) Financial Literacy French I Core Sem 1 (2012) French 1 Core Sem 2 Fundamental Math Fundamental Math Sem 1 Fundamental Math Sem 2 Geography and World Cultures Core Introductory Algebra Core Introductory Algebra Core Sem 1 Introductory Algebra Core Sem 2 Liberal Arts Math Liberal Arts Math Sem 1 Mathematics I Common Core Mathematics of Personal Finance Mathematics of Personal Finance Sem 1 Mathematics of Personal Finance Sem 2 Media Literacy Music Appreciation Core Sem 1 (2013) Music Appreciation Core Sem 2 (2013) Physical Education Core Psychology Reading Skills and Strategies Skills for Health Core Spanish I Core Spanish I Core Sem 1 Spanish I Core Sem 2 Spanish II Core Spanish II Core Sem 1 Spanish II Core Sem 2 U.S. Global Economics Core U.S. Government and Politics Core World History Core Sem 1 (2012) English Foundations I English Foundations I Sem 2 English Foundations II Math Foundations I Sem 1 Math Foundations I Sem 2 Algebra I Literacy Advantage Sem 1 English I Literacy Advantage English I Literacy Advantage Sem 1 English I Literacy Advantage Sem 2 </p>
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		English II Literacy Advantage English II Literacy Advantage Sem 1 English III Literacy Advantage Sem 1 U.S. Government and Politics Literacy Advantage	
Scope of service:	Gateway, Triton, Phoenix, and Providence	Scope of service:	Gateway, Triton, Phoenix, and Providence
<u> </u> ALL		<u> X </u> ALL	
OR: <u> </u> Low Income pupils <u> X </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated Fluent English proficient <u> </u> Other Subgroups:(Specify) <u> </u> ELD		OR: <u> </u> Low Income pupils <u> X </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated Fluent English proficient <u> </u> Other Subgroups:(Specify) <u> </u>	
13. Purchase software licenses and supplementary material to support the increased availability of APEX on-line Literacy Advantage Courses.	\$15,000 federal restricted supplies and software licensing	In support of credit remediation and to broaden the course offerings in our small school settings, VCOE has purchased <u>APEX Online Coursework Curriculum</u> in the following curricular areas: Algebra 18 Core Sem 2 Art Appreciation Chemistry Core Sem 2 College and Career Preparation I College and Career Preparation II Earth Science Core Sem 1 Earth Science Core Sem 2 (2013) English 10 Common Core English I Core Sem 1 English II Core Sem 1 English II Core Sem 2 English III Core Sem 1 English III Core 2 Sem 2 English IV Core Sem 1 English IV Core Sem 2 (2013) Financial Literacy French I Core Sem 1 (2012) French 1 Core Sem 2 Fundamental Math Fundamental Math Sem 1 Fundamental Math Sem 2 Geography and World Cultures Core Introductory Algebra Core Introductory Algebra Core Sem 1 Introductory Algebra Core Sem 2 Liberal Arts Math Liberal Arts Math Sem 1	Expense included in action #12 above

		<p>Mathematics I Common Core Mathematics of Personal Finance Mathematics of Personal Finance Sem 1 Mathematics of Personal Finance Sem 2 Media Literacy Music Appreciation Core Sem 1 (2013) Music Appreciation Core Sem 2 (2013) Physical Education Core Psychology Reading Skills and Strategies Skills for Health Core Spanish I Core Spanish I Core Sem 1 Spanish I Core Sem 2 Spanish II Core Spanish II Core Sem 1 Spanish II Core Sem 2 U.S. Global Economics Core U.S. Government and Politics Core World History Core Sem 1 (2012) English Foundations I English Foundations I Sem 2 English Foundations II Math Foundations I Sem 1 Math Foundations I Sem 2 Algebra I Literacy Advantage Sem 1 English I Literacy Advantage English I Literacy Advantage Sem 1 English I Literacy Advantage Sem 2 English II Literacy Advantage English II Literacy Advantage Sem 1 English III Literacy Advantage Sem 1 U.S. Government and Politics Literacy Advantage</p>	
Scope of service:	All VCOE Schools	Scope of service:	All VCOE Schools
__ALL		__ALL	
OR: __Low Income pupils __English Learners __Foster Youth <input checked="" type="checkbox"/> Redesignated Fluent English proficient __Other Subgroups:(Specify)		OR: __Low Income pupils __English Learners __Foster Youth <input checked="" type="checkbox"/> Redesignated Fluent English proficient __Other Subgroups:(Specify)_____	

14. 20 Teachers will receive training and teacher reference materials in the English Language Development (ELD) Standards and ELD Teaching Strategies including SDAIE		\$3,000 professional development restricted Federal	All 20 teachers at Gateway and Providence Schools have received trainings as planned using workshops and on-site content specialist assistance. <i>Writing CCSS Aligned IEP Goals for the English Language Learner: Training provided to Mild/Moderate Special Education Teachers and Specialists (1/22/15). Action met</i>	\$13,980 Federal restricted, professional development
Scope of service:	All VCOE Sites		Scope of service:	All VCOE Sites
__ALL			__ALL	
OR: __Low Income pupils __X English Learners __Foster Youth __Redesignated Fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __X English Learners __Foster Youth __X Redesignated Fluent English proficient __Other Subgroups:(Specify)_____	
15. 20 Teachers will receive training and teacher reference materials in the English Language Development (ELD) Standards and ELD Teaching Strategies including SDAIE		\$3,000 professional development restricted Federal	All 20 teachers at Gateway and Providence Schools have received training as planned using workshops and on-site content specialist assistance. <i>Writing CCSS Aligned IEP Goals for the English Language Learner: Training provided to Mild/Moderate Special Education Teachers and Specialists (1/22/15).</i>	Expense included in action #14 above
Scope of service:	Gateway		Scope of service:	Gateway and Providence
__X ALL			__ALL	
OR: __Low Income pupils __English Learners __Foster Youth __x Redesignated Fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __x Redesignated Fluent English proficient __Other Subgroups:(Specify)_____	

<p>16. Release time of one teacher for two days to plan and conduct assessment of technology infrastructure readiness, inventory of current devices, evaluation and selection of preferred technology plan</p>	<p>\$900 in Unrestricted salaries and benefits</p>	<p>Lead teacher has been provided more than two release days to work on the technology plan. The teacher has attended with the principal a TS/School site planning meeting, has created an inventory of staff instructional goals for technology, the lead teacher and principal also attended additional meetings to discuss site instructional goals in order to develop a tech plan for Gateway. Action met.</p>	<p>\$867 unrestricted salary and benefits</p>
<p>Scope of service:</p>	<p>All VCOE Sites</p>	<p>Scope of service:</p>	<p>All VCOE Sites</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>17. Purchase Milestones curriculum and all supporting materials / Professional development for no less than 10 teachers</p>	<p>\$2,000 Unrestricted supplies and services</p>	<p>Milestones curriculum and supplemental materials were purchased in November 2014. Two ELD Teachers received three sessions of staff development along with follow up training from our EL content specialist monthly. Action met.</p>	<p>\$4,325 unrestricted salary, benefits, supplies and professional development</p>
<p>Scope of service:</p>	<p>Gateway Community School</p>	<p>Scope of service:</p>	<p>Gateway Community School</p>
<p><input type="checkbox"/> ALL</p>		<p><input type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	

18. Assess infrastructure, technology readiness, and current device capability. Use results to inform future purchases of one-on-one devices.		\$3,000 Unrestricted supplies	Based on assessments made through process described in item 16 above, approximately 73 tablets were purchased and the process of implementing their use by students will begin in the 2015-16 school year. Use will be expanded to EL and LI students.	\$30,639 unrestricted supplies
Scope of service:	All VCOE Schools		Scope of service:	All VCOE Schools
__ALL			__ALL	
OR: __Low Income pupils __English Learners __Foster Youth <input checked="" type="checkbox"/> Redesignated Fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth <input checked="" type="checkbox"/> Redesignated Fluent English proficient __Other Subgroups:(Specify)_____	
19. Approximately 20 EL students who have not passed or are in danger of not passing the CAHSEE will be identified, enrolled, and provided transportation home from an after school intervention program targeting English and/or math in groups of 10 or less.		\$7,000 unrestricted supplies and services	3 students participated in the after school intervention program.	\$10,435 unrestricted salary, benefits, supplies, and professional services
Scope of service:	Gateway Community School		Scope of service:	Gateway Community School
__ALL			__ALL	
OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Redesignated Fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Redesignated Fluent English proficient __Other Subgroups:(Specify)_____	
20. Maintain staffing of Foster Youth Liaison Support Position		\$112,000 unrestricted salaries, benefits and supplies	Position has been maintained and services provided continue to support Foster Youth	\$128,772 unrestricted salary, benefits and supplies
Scope of service:	All Schools and Districts in Ventura County		Scope of service:	All Schools and Districts in Ventura County
__ALL			__ALL	
OR: __Low Income pupils __English Learners <input checked="" type="checkbox"/> Foster Youth __Redesignated Fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners <input checked="" type="checkbox"/> Foster Youth __Redesignated Fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

As a result of stakeholder engagement and review of progress made and incorporated in this annual review, the following changes will be incorporated into future goals, actions and services:

1. Additional training is needed in the area of instructional technology.
2. Additional training is needed in California State Standards implementation and lesson design, in particular more training in math and the Next Generation Science Standards will be needed.
3. Planning time to promote the development of formative assessments is needed.
4. Due to declining enrollment and fewer test takers than anticipated, the goal for the GED exam pass rate will need to be decreased. Also, the GED will be augmented by the addition of the HiSET exam and baseline data will need to be established.
5. Due to declining enrollment the budget for intervention services will be reduced
6. The goal for counseling services for LI students was too low and will be significantly increased.
7. VCOE expedited the addition of CTE staff at Gateway and far surpassed the enrollment goal of 15%. Therefore there is a need to increase the goal for enrollment and maintain staffing at the increased level.
8. Actions and services representing one time expenditures such as the purchase of specific curriculum or software (Milestones, etc) will be removed from the plan since they have been accomplished.
9. There is a need to expand technology devices beyond RFEP to include EL and LI students.
10. There is a need to accommodate an extended school year (ESY) program for students behind in credits and for special education students at Gateway.

LCAP Year: 2014-15

Original GOAL from prior year LCAP:

Goal #2
VCOE will enhance school safety and climate for students and staff and increase student engagement and success

Related State and/or Local Priorities:
 1 X 2__ 3__ 4__ 5 X 6 X 7__
 8 X
 COE only: 9__ 10__
 Local : Specify _____

Goal Applies to:

Schools: All VCOE Schools

Applicable Pupil Subgroups: All students including Students with Disabilities, Hispanic/Latino, Low Income, English Learner, Foster Youth)

Expected Annual Measurable Outcomes:

- 1) Decrease student disciplinary referrals by 2% from baseline number set at end of 2013-14
- 2) Decrease student suspensions by 2% from baseline number set at end of 2013-14
- 3) Increase student attendance by 1% from baseline rate set at end of 2013-14 school year
- 4) Decrease number of chronically absent students by 2% from baseline number set at end of 2013-14
- 5) Annual CHKS Student Survey on caring adult relationships will increase from 22% to 25%
- 6) Annual CHKS Student Survey on Opportunities for meaningful participation will increase from 8% to 11%
- 7) Scores on the Facility Inspection Tool (FIT) will increase from 94% to 96%

Actual Annual Measurable Outcomes:

1. The baseline data for 2013-14 are 216 student reports (referrals) for middle school and 219 student reports for High School/Recovery. Based on current data as of May 15, 2015, we anticipate 200 for middle school and 205 for high school/recovery reducing by 6.9% based on approximation of data. Outcome met
2. The baseline data for 2013-14 shows 106 individual suspensions and 242 days of suspension. Based on current data as of May 15, 2015, we anticipate 100 individual suspensions and 230 suspension days reducing reports by 4.95% based on approximation of data. Outcome met
3. 2013-2014 attendance 88.68% (8/26/2013-6/13/2014)
2014-2015 attendance 86.89% (8/25/2014-4/10/2015)

Based on the current data it is anticipated that there will be a slight decrease in attendance. Outcome not met
4. In 2013-14 there were 58 chronically absent students at Gateway. As of April 2015, there are 21 chronically absent students. It is approximated there will be 30 chronically absent students. Gateway will decrease chronic absenteeism by 48%. Outcome met
5. CHKS not administered this year therefore the outcome is not applicable until it is administered in 2015-16. 2013/2014 showed that Caring Adult Relationships were at 52%. The outcome needs to be increased in subsequent years.
6. CHKS not administered this year therefore the outcome is not applicable until it is administered in 2015-16. 2013/2014 showed students rated Meaningful Participation at 21%. The outcome needs to be increased in subsequent years.
7. Scores on the Facility Inspection Tool increased from 94% to 97%. Outcome met.

Planned Actions/Services		Actual Actions/Services			
		Budgeted Expenditures			Estimated Actual Annual Expenditures
1. Increase service hours provided through Health and counseling services contracts by 5% from baseline set at end of 2013-14 school year		\$2,000 unrestricted professional services	Service hours provided through Health and counseling services contracts were increased by 5% from baseline set at end of 2013-14 school year as planned. Action met.		\$51,880 unrestricted professional services
Scope of service:	All VCOE Schools		Scope of service:	All VCOE Schools	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
2. Provide training in restorative discipline to 5 staff members		\$1,200 unrestricted professional development, salary and benefits	5 staff attended training in restorative discipline. Action met.		\$500 unrestricted professional development
Scope of service:	All VCOE Schools		Scope of service:	All VCOE Schools	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
3. Allocate overtime and extra duty stipends to guide restorative discipline efforts after hours		\$5,000 unrestricted salary and benefits	This action was expedited in an effort to achieve maximum impact for students and school culture. The original action of using overtime and stipends was not implemented. Instead, declining enrollment allowed VCOE to re-purpose and use one FTE teacher to staff the Restorative Discipline position full time. Action met.		\$97,039 unrestricted salary and benefits
Scope of service:	Gateway Community School		Scope of service:	Gateway Community School	

<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
4. Maintain Probation Officer assigned to Gateway			Probation Officer Maintained at Gateway. Action met.		
Scope of service:	Gateway Community School		Scope of service:	Gateway Community School	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
5. Maintain full time Counselor		\$100,000 unrestricted professional services	Counselor position maintained at Gateway. Action met.		\$100,000 unrestricted professional services
Scope of service:	All VCOE Schools		Scope of service:	Gateway Community School	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
5. Maintain full time Counselor		\$105,000 restricted salary and benefits	Counselor position maintained at Gateway. Action met.		\$120,693 restricted salary, benefits and supplies

6. Design a student motivational program. Provide funding for motivational and educational field trips, student incentives and lunch and afterschool celebrations.		\$5,000 unrestricted supplies and services	Gateway Principal and staff designed a student motivational program and provided funding for motivational and educational field trips, student incentives and lunch and afterschool celebrations as planned. Action met.	\$2,189 unrestricted supplies and services
Scope of service:	Gateway Community School		Scope of service:	Gateway Community School
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
7. CHKS (California Healthy Kids Survey) Administration		\$4,700 restricted TUPE grant, professional services	CHKS not administered this year therefore action is not met. It will continue to be a planned action and included in the 2015-16 school year when the survey will be administered.	\$0
Scope of service:	All VCOE		Scope of service:	All VCOE
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
8. Install new roof at Gateway School.		\$150,000 unrestricted capital outlay deferred maintenance	Roofing project completed as planned. Action met.	\$127,552 unrestricted capital outlay
Scope of service:	Gateway Community School		Scope of service:	Gateway Community School
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

9. Install fire protection system (sprinklers and fire alarm) at Penfield School.		\$400,000 unrestricted capital outlay deferred maintenance	Fire protection project completed as planned. Action met.	\$389,878 unrestricted capital outlay
Scope of service:	Penfield School		Scope of service:	Penfield School
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
10. Triggs School HVAC Replacement:		\$80,000 unrestricted capital outlay deferred maintenance	HVAC project completed as planned. Action met.	\$46,689 unrestricted capital outlay
Scope of service:	Dean Triggs School		Scope of service:	Dean Triggs School
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
11. Contract with locally approved vendor for no less than four Canine drug detection inspections per year		\$2,000 unrestricted professional services	Gold Coast K-9 provided 15 visits. Action met.	\$4,400 unrestricted professional services
Scope of service:	All VCOE Schools		Scope of service:	All VCOE Schools
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
12. Approximately 20 teachers will receive training in positive behavioral support strategies - CHAMPS		\$3,000 Federal restricted professional development	All 20 teachers at Gateway and Providence received training in CHAMPS with 4 of those receiving extra training in order to expand beyond the classroom setting. Action met. In addition, special education trainings included:	\$5,166 restricted professional development

CHAMPS for the Para educator Training: 36 Special Education Staff including Teachers, Paraeducators and Specialists attended training provided by Susan Isaaks from Safe and Civil Schools (10/14/14).

CHAMPS Trainer of Trainers Training: Two Moderate/Severe Teachers completed training (7/14/14 & 7/17/14).

CHAMPS for the Moderate/Severe Classrooms: 14 Classroom Teams were trained. (VHS, BHS, Boswell, DeAnza, Ojai TEAMS) (9/17/14).

CHAMPS for the Substitute: Beginning 2014/2015 School Year training in CHAMPS was added to the regular bimonthly trainings provided to our teacher and paraeducators substitutes.

CHAMPS for Moderate/Severe Classrooms: VCOE Classroom Collaboration PPT Training for Mild/Moderate Teachers and Paraeducators (9/17/14).

CHAMPS Classroom Collaboration Training: VCOE Classroom Collaboration PPT Training for Mild/Moderate Teachers and Paraeducators (9/17/2014) and Staff Meetings. (8/26/14) (PowerPoint), (12/10/14), (3/4/15), and (3/5/15).

CHAMPS for School Bus Drivers: 75 VCOE School Bus Drivers attended an 8-hour training in CHAMPS (7/17/14, 7/18/14). New Drivers are scheduled April 2nd.

Penfield School CHAMPS in Common Areas: During collaboration meeting staff developed CHAMPS for the Common Areas (11/2014).

Cognitive Behavioral Strategies for the Classroom: School Psychologists/Behavior Specialists/Teachers attended training presented by Southern CA Diagnostic Center providing methods to support and engage students with emotional disabilities in the classroom (3/05/15).

NCPI Training: VCOE special education teachers, specialists, administrators, and paraeducators receive Non-Violent Crisis Intervention Training and annual refreshers.

NCPI for School Bus Drivers: 75 VCOE School Bus drivers attended a Level I Non-violent Crisis Intervention Training to support behavioral needs while transporting to and from school (7/2014). 20 New Drivers are scheduled to attend April 1st.

NCPI Training "Breaking Up Fight's": Specialized NCPI training to prevent/break up fights was provided to Phoenix School Staff. (3/11/15). *Note: Gateway staff will attend training in April.*

Positive Behavioral Intervention Training (PBI): 46 New Employees attended a 3.5 hour PBI Training (8/11/14).

			<i>Applied Behavioral Analysis Training:</i> 43 Teachers, Paraeducators and Specialists attended a two day ABA training and application to the classroom (8/14/14 & 8/15/14).	
Scope of service:	All VCOE Schools		Scope of service:	All VCOE Schools
__ALL			__ALL	
OR: __x_Low Income pupils __English Learners __Foster Youth __Redesignated Fluent English proficient __Other Subgroups:(Specify)_____			OR: __x_Low Income pupils __English Learners __Foster Youth __Redesignated Fluent English proficient __Other Subgroups:(Specify)_____	
13. Purchase of student incentives and materials and supplies to support program goal to reduce excessive absenteeism.		\$5,000 Unrestricted supplies	Gift cards were purchased in August 2014 & February 2015 for incentives at Gateway school. Gateway has implemented perfect attendance days, quarterly incentive awards ceremonies, pay it forward projects, tickets incentives, point sheet incentives for improved behavior and work completion. <i>Triton Academy, Foster and Phoenix Schools Point/Level System:</i> Provided individualized incentive programs for students to attend and participate in school program.	\$2,300 unrestricted supplies
Scope of service:	All VCOE Schools		Scope of service:	All VCOE Schools
__ALL			__ALL	
OR: __x_Low Income pupils __English Learners __Foster Youth __Redesignated Fluent English proficient __Other Subgroups:(Specify)_____			OR: __x_Low Income pupils __English Learners __Foster Youth __Redesignated Fluent English proficient __Other Subgroups:(Specify)_____	
14. Schedule assemblies, field trips and lunch and afterschool activities designed to meet the needs and interests of low income students		\$2,000 unrestricted supplies and services	<i>Talent Shows and Field Trips:</i> Triton Academy held a student talent show (12/11/14). Eight students attended the "Air Museum." 32 students visited the "Fillmore Train Station." Foster School held a student talent show (3/27/15). <i>Foster and Frank School Collaboration for Integration:</i> Staff collaborated to increase opportunities for special education student integration with typical peers. Gateway has held numerous assemblies as part of the drug campaign, Kick Ash conference, Presentations through the recovery program, we have coordinated at minimum 5 field trips to local organizations and museums (channel islands museum, Reagan Library, etc). Gateway held weekly events to celebrate student's success: music events, incentive events, ticket raffles, in class incentives, and perfect attendance days. Gateway had four incentive events, two middle school	\$2,000 unrestricted supplies and services

			field trips, one high school field trip, and two recovery field trips.	
Scope of service:	All VCOE Schools		Scope of service:	All VCOE Schools
__ALL			__ALL	
OR: __x_Low Income pupils __English Learners __Foster Youth __Redesignated Fluent English proficient __Other Subgroups:(Specify)_____			OR: __x_Low Income pupils __English Learners __Foster Youth __Redesignated Fluent English proficient __Other Subgroups:(Specify)_____	
15. Transportation, entrance and consultant fees will be provided for culturally relevant motivational activities and experiences.		\$5,000 unrestricted services	Transportation, entrance and consultant fees were provided as planned. Action met.	\$3,013 unrestricted services
Scope of service:	All VCOE Schools		Scope of service:	All VCOE Schools
__ALL			__ALL	
OR: __Low Income pupils __x_English Learners __Foster Youth __x_Redesignated Fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __x_English Learners __Foster Youth __x_Redesignated Fluent English proficient __Other Subgroups:(Specify)_____	
16. Tutoring services, priority enrollment and programs and services information will be provided to Foster Youth regarding specific available services		\$50,000 restricted state, professional services	Foster Youth Services provided tutoring countywide through <i>Tutorific</i> Services. Action met.	\$50,000 restricted state, professional services
Scope of service:	All Schools and Districts in Ventura County		Scope of service:	All Schools and Districts in Ventura County
__ALL			__ALL	
OR: __Low Income pupils __English Learners __X_Foster Youth __Redesignated Fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __X_Foster Youth __Redesignated Fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

As a result of stakeholder engagement and review of progress made and incorporated in this annual review, the following changes will be incorporated into future goals, actions and services:

1. Canine Detection Services Contract will be increased to allow for two detections per month in order to deter drug possession on campus.
2. Behavioral Support Services contracts will be increased for future years of the LCAP.
3. Additional staffing will be planned to provide service on the buses providing transportation to students at Gateway.
4. An introduction to Trauma Informed Care will be provided to Gateway Staff.
5. Due to declining enrollment, one principal will be required to manage both the court and community schools and additional support will be provided through a lower level support position.
6. The service for providing support to Restorative Justice Practices has been increased to a full time position as opposed to overtime and stipends.
7. There is a need to maintain counseling services at Providence Court School and to expand services provided by this employee to diploma track high school students in special education settings. This will be added to the actions and services in Goal 2 for future years.

<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
2. Refreshments, child care and transportation for six evening events for family services classes and school functions.		\$2,700 unrestricted supplies and services	All VCOE Sites have provided necessary and appropriate translation services to include at school events and important documents. Child care services were provided at end of Spring events such as graduation and will continue into next year's events. Action met.		\$8,013 unrestricted salaries, benefits and professional services
Scope of service:	Gateway		Scope of service:	Gateway	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
3. Fees will be waived for community services and parenting classes on campus, during, and after school.		\$2,500 unrestricted supplies and services	Every student at Gateway is provided free transportation, all services to students with IEPs are paid for by VCOE or local districts, all students taking the GED have their registration paid by VCOE, and all students participating in CEC/CTE classes have their supplies and materials paid by VCOE. <i>NCPI for Parents:</i> Parent Non-Violent Crisis Intervention Programs were offered to VCOE parents quarterly. Fees for the course were waived for low-income and students with disabilities families. Training is provided by the VC SELPA/VCOE in both English and Spanish. Action met.		\$10,300 unrestricted supplies and services
Scope of service:	All VCOE Schools		Scope of service:	All VCOE Schools	
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
4. Fees will be waived for community services and parenting classes on campus, during, and after school.		\$2,500 unrestricted supplies and services	Every student at Gateway is provided free transportation, all services to students with IEPs are paid for by VCOE or local districts, all students taking the GED have their registration paid by VCOE, and all students participating in CEC/CTE classes have their supplies and materials paid by VCOE. <i>NCPI for Parents:</i> Parent Non-Violent Crisis Intervention Programs were offered to VCOE parents quarterly. Fees for the course were waived for low-income and students with disabilities families. Training is provided by the VC SELPA/VCOE in		Expenses included in action #3 above

				both English and Spanish. Action met.	
Scope of service:	All VCOE Schools		Scope of service:	All VCOE Schools	
__ALL			__ALL		
OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Redesignated Fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Redesignated Fluent English proficient __Other Subgroups:(Specify)_____		
5. Fees will be waived for community services and parenting classes on campus, during, and after school.		\$2,000 unrestricted supplies and services	Every student at Gateway is provided free transportation, all services to students with IEPs are paid for by VCOE or local districts, all students taking the GED have their registration paid by VCOE, and all students participating in CEC/CTE classes have their supplies and materials paid by VCOE. <i>NCPI for Parents:</i> Parent Non-Violent Crisis Intervention Programs were offered to VCOE parents quarterly. Fees for the course were waived for low-income and students with disabilities families. Training is provided by the VC SELPA/VCOE in both English and Spanish. Action met.		Expenses included in action #3 above
Scope of service:	Gateway School		Scope of service:	All VCOE Schools	
__ALL			__ALL		
OR: __Low Income pupils __English Learners __Foster Youth <input checked="" type="checkbox"/> Redesignated Fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth <input checked="" type="checkbox"/> Redesignated Fluent English proficient __Other Subgroups:(Specify)_____		

6. Staffing of child care and translation services will be provided to increase attendance and accessibility at open houses, back to school nights and committee meetings.		\$3,000 Unrestricted salaries, benefits and professional services	All VCOE Sites have provided necessary and appropriate translation services to include at school events and important documents. Child care services were provided at end of Spring events such as graduation and will continue into next year's events. Action met.	Expenses included in action #2 above.
Scope of service:	Gateway School		Scope of service:	All VCOE Schools
__ALL			__ALL	
OR: __Low Income pupils __English Learners __Foster Youth <u>x</u> Redesignated Fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth <u>x</u> Redesignated Fluent English proficient __Other Subgroups:(Specify)_____	
7. Staffing of child care and translation services will be provided to increase attendance and accessibility at open houses, back to school nights and committee meetings.		\$5,000 Unrestricted salaries, benefits and professional services	All VCOE Sites have provided necessary and appropriate translation services to include at school events and important documents. Child care services were provided at end of Spring events such as graduation and will continue into next year's events. Action met.	Expenses included in action #2 above.
Scope of service:	All VCOE Schools		Scope of service:	All VCOE Schools
__ALL			__ALL	
OR: __Low Income pupils <u>X</u> English Learners __Foster Youth __Redesignated Fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils <u>X</u> English Learners __Foster Youth __Redesignated Fluent English proficient __Other Subgroups:(Specify)_____	
8. Maintain VCOE attendance and participation at County quarterly Foster Youth meetings, to increase communication and collaboration.		\$200 Restricted state supplies and mileage reimbursement	Foster Youth staff traveled all over the county to attend various collaborative meetings. Some of the meetings included: Transition conferences for foster youth in high school, Progressing the Advancement of Transition Age Youth (PATAY), Interagency Placement and Review Committee (IPERC), county-led Independent Living Program classes (ILP), Services Staffing, Children's Services Oversight Committee (CSOC), the TEACH Foster Youth Scholarship Committee, and the California Youth Connection (CYC). In support of other VCOE programs including SPED and Court and Community schools, Foster Youth staff attended collaborative meetings on a regular basis to include: Juvenile Justice Coordinating Council, Juvenile Detention Alternatives Initiative, Community Corrections Partnership, VC Workforce Investment Board, VC Youth Council, Curriculum Council, Special Education Operations Cabinet, VC SELPA. Action met.	\$578 restricted state supplies and mileage reimbursement

Scope of service:	All VCOE Schools		Scope of service:	All VCOE Schools	
__ALL			__ALL		
OR: __Low Income pupils __English Learners <input checked="" type="checkbox"/> Foster Youth __Redesignated Fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners <input checked="" type="checkbox"/> Foster Youth __Redesignated Fluent English proficient __Other Subgroups:(Specify)_____		
9. Maintain VCOE attendance and participation with community service organizations and social services. Collaboration will be strengthened through participation in meetings with Casa Pacific, Big Brother / Sister, and Ventura County Behavioral Health.		\$200 Restricted state supplies and mileage reimbursement	Foster Youth staff traveled all over the county to attend various collaborative meetings. Some of the meetings included: Transition conferences for foster youth in high school, Progressing the Advancement of Transition Age Youth (PATAY), Interagency Placement and Review Committee (IPERC), county-led Independent Living Program classes (ILP), Services Staffing, Children's Services Oversight Committee (CSOC), the TEACH Foster Youth Scholarship Committee, and the California Youth Connection (CYC). In support of other VCOE programs including SPED and Court and Community schools, Foster Youth staff attended collaborative meetings on a regular basis to include: Juvenile Justice Coordinating Council, Juvenile Detention Alternatives Initiative, Community Corrections Partnership, VC Workforce Investment Board, VC Youth Council, Curriculum Council, Special Education Operations Cabinet, VC SELPA. Action met.		Expenses included in action #8 above
Scope of service:	All VCOE Schools		Scope of service:	All VCOE Schools	
__ALL			__ALL		
OR: __Low Income pupils __English Learners <input checked="" type="checkbox"/> Foster Youth __Redesignated Fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners <input checked="" type="checkbox"/> Foster Youth __Redesignated Fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		As a result of stakeholder engagement and review of progress made and incorporated in this annual review, the following changes are incorporated into future goals, actions and services:			
		<ol style="list-style-type: none"> 1. There is a need to contract with local parent organization to increase parental involvement. Traditional efforts have not yielded significant participation among Gateway parents. 2. Gateway will pilot non-traditional meeting efforts including teleconferencing and holding committee and other outreach meetings in the community where a majority of the students reside to see if participation increases. 3. Translation technology will be purchased to make translation services more efficient. 4. Declining Enrollment makes the original plan for a SARB Coordinator Position untenable financially, but the duties will be carried out by the Site Dean and other Student Services Staff. 			

LCAP Year: 2014-15		
Original GOAL from prior year LCAP:	Goal #4 Provide Ventura County expelled youth with a rigorous academic environment, while providing rehabilitation services and social and emotional support.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__X__ 10__ Local : Specify _____
Goal Applies to:	Schools: All Schools in Ventura County Districts Applicable Pupil Subgroups: Expelled Youth	
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1) Percentage of failed placements, dropouts, or return to district after failing to remediate credits will decrease by 2% from baseline set at end of 13-14 school year 2) Committee of Educators in VC will update Ventura County Plan for Serving Expelled students pursuant to Ed Code 48296. Plan will reflect improved services to expelled youth and address service Gaps 1 and 2 as identified in the plan by increasing services and options prior to returning the student to district as a failed placement 3) Transportation will be provided to all expelled youth in order to increase attendance at Gateway Community School 4) Socio-Emotional and rehabilitative Counseling Services will be provided to expelled youth through community based agencies. Baseline services level will be set at end of 2013-14 school year 5) Increase student reading levels by 5% and math levels by 3% as measured by the STAR Reading and math pre and post assessment and for students in special education, increase in student achievement in reading and math will be assessed and identified through pre and posttests, and progress towards yearly IEP goals. 6) Increase the number of 11th and 12th grade Students passing CAHSEE by 2% 	<div style="text-align: center;">Actual Annual Measurable Outcomes:</div> <ol style="list-style-type: none"> 1. During the baseline year of 2013-14, there were 40 failed placements at Gateway Community School. The current number of failed placements is 26 for the 2014-15 school year evidencing a 25% reduction. Outcome met. 2. Committee of Educators in VC has successfully updated the Ventura County Plan for Serving Expelled students pursuant to Ed Code 48296. Plan reflects improved services to expelled youth and addresses service Gaps 1 and 2 as identified in the plan by increasing services and options prior to returning the student to district as a failed placement. Outcome met. 3. Transportation was provided to all expelled youth attending Gateway Community School. Outcome met. 4. Socio-Emotional and rehabilitative Counseling Services was provided to expelled youth through community based agencies. Baseline services level was set at end of 2013-14 school year and increased services will be measured from that benchmark. Outcome met. 5. Reading: In 2014-15, reading level was 3.85 for the pre-test, and 4.55 for the post-test equaling an 18% increase in overall reading levels. Outcome met. Math: In 2014-15, math level was 4.5 for the pre-test, and 5.0 for the post-test equaling an 11% increase in overall reading levels. Outcome met. All special education students received required annual IEP updates to include revised academic goals based on performance indicators in as described. Outcome met. 6. 11th & 12th grade 2013/14 % pass rate: ELA 13/57 (23%) Math: 11/47 (23%) 2014/15 % pass rate: ELA 14/45 (31%) Math: 12/37 (32%). Outcome met.

Planned Actions/Services		Actual Actions/Services		
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
1. Socio-emotional and rehabilitative Counseling Services will be provided to Ventura County expelled students as appropriate through contracts with approved Counseling services contracts		\$35,000 unrestricted professional services	\$51,880 unrestricted professional services	
Scope of service:	Gateway Community School		Scope of service: Gateway Community School	
___ ALL			___ ALL	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated Fluent English proficient <u>X</u> Other Subgroups: (Specify) <u>Ventura County Expelled Youth</u>			OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated Fluent English proficient <u>X</u> Other Subgroups: (Specify) <u>Ventura County Expelled Youth</u>	
Transportation (bus service) will be provided to all expelled students attending Gateway Community School		\$155,000 unrestricted professional services	Home to school transportation was provided as planned. Action met.	\$154,757 unrestricted professional services
Scope of service:	Gateway Community School		Scope of service: Gateway Community School	
___ ALL			___ ALL	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated Fluent English proficient <u>X</u> Other Subgroups: (Specify) <u>Ventura County Expelled Youth</u>			OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated Fluent English proficient <u>X</u> Other Subgroups: (Specify) <u>Ventura County Expelled Youth</u>	
2. Maintain staffing of full time Transition Specialist to coordinate enrollment and support services for expelled youth.		\$74,000 unrestricted salary and benefits	Position was maintained but incumbent resigned in February. It is anticipated the position will be maintained once filled. Action met.	\$56,800 unrestricted salary and benefits
Scope of service:	Gateway Community School		Scope of service: Gateway Community School	

<input type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Ventura County Expelled Youth</u>		<input type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated Fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Ventura County Expelled Youth</u>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>As a result of stakeholder engagement and review of the progress made, the following changes will be incorporated into future goals, actions and services:</p> <ol style="list-style-type: none"> 1. There is a need to increase counseling and support services to Ventura County Expelled Youth through contracted services. 2. Due to declining enrollment, one of the two Transition Specialist position in the court and community schools program has been held vacant following the resignation of the incumbent at Gateway. The two sites and central office leadership will carefully monitor the degree to which sharing a person among the two schools is working and if not, adjust staffing levels to accommodate this important service provided to Ventura County Expelled Youth. 3. There is a need to develop an MOU with Ventura County Probation Department to comply with the newly enacted provisions of AB 2276 which details necessary services and collaboration in support of incarcerated and expelled youth. 		

LCAP Year: 2014-15			
Original GOAL from prior year LCAP:	<u>Goal #5</u> Provide Ventura County Foster Youth with access to stable school environments and accessible academic programs.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ <u>X</u> Local : Specify _____	
Goal Applies to:	Schools:	All Schools and Districts in Ventura County	
	Applicable Pupil Subgroups:	Foster Youth	
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> VCOE will continue to facilitate Foster Focus Data sharing system Foster Youth Coordinator will facilitate County Wide Meetings with School Districts to increase Collaboration and Coordinate services 	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> VCOE has continued to facilitate Foster Focus Data sharing system. The top priority of FYS is to improve and maintain a data sharing system between child welfare and county schools. Currently, FYS utilizes the Foster Focus database, which contains the placement and school information for all school-aged foster youth placed by our county, as well as information on some youth placed in our county by other counties. Child welfare staff provides updated placement information weekly, and VCOE updates school information weekly. As education rights holders are appointed or changed, that information is also updated in Foster Focus. A major breakthrough in the data integrity was achieved this year at the state level, when CalPads and CMS/CWS (the child welfare database) were connected, and all foster youth were identified in CalPads. FYS has been at the helm in this sea of change, sharing the most recent lists of identified foster youth in each school to district liaisons and assisting them in maintaining accurate and current lists of the youth they are entrusted to serve. In this past year, districts, schools, and agencies with Confidentiality Agreements allowing provisional access to the Foster Focus database system expanded to additional school staff as designated by the district liaison. Usage has increased significantly and districts have requested multiple users to the extent that a new Memorandum of Understanding between the VCOE and the Ventura County Children and Family Services (CFS) went into effect July 1, 2014. While keeping confidentiality as the highest priority, this new MOU expanded to allow for multiple agency users to access the system. It also allows for our county's charter schools to access system information. The information loaded into Foster Focus was instrumental in improving the CFS data systems. In particular, the Safe Measures data system utilized by CFS has improved school information accuracy due to the information provided by FYS -so much so that a staff person at CFS has been designated to review the Foster Focus monthly reports for the purpose of updating the CMS/CWS (child welfare system) database with educational information. FYS, the CFS Continuous Quality. Outcome met. Foster Youth Services has been the central hub for disbursement of information related to the educational needs of foster youth countywide.

	<p>3. Foster Youth Coordinator will provide targeted and direct services to Foster Youth in Ventura County</p>		<p>FYS hosts a quarterly “Liaison Council” meeting, and invites the AB490 Liaisons from every district and charter school in the county, as well as Child Welfare and Probation and community agency partners. The purpose of the meetings is to share legislative updates, best practices, practical tools to implement foster youth laws, and offer support to districts as they strive to provide services to foster youth. Further, the meetings allow for relationship building between school administrators and community agencies, especially the main placing agencies. This past year, FYS provided direct technical support to districts and advocacy groups interested in writing and developing the foster youth portion of the new LCAPs. Outcome met.</p> <p>3. The FYS program prioritizes the direct service of tutoring for our students and dedicates the largest part of our services budget to tutoring. FYS contracts directly with Tutorific, a locally owned and operated company that has provided specialized tutoring for foster youth for more than seven years. Youth are generally tutored two hours per week but sometimes receive up to four hours in special cases. Credentialed teachers and other highly qualified tutors meet with youth in locations throughout the county that are convenient to youth and their families. Last year, 100% of the foster students who were assessed met or surpassed the desired outcome.</p> <p>FYS also provides mentoring in many forms. Generally, as FYS staff gets to know youth through CYC, college trips, ILP classes, scholarship applications, or workshops, a connection is maintained throughout the youth’s high school years, and in many cases, well beyond those years. In addition, youth now come to our attention via the Guardian Scholars form, which identifies youth who have requested assistance in transitioning from high school into higher education. FYS maintains a mentoring relationship with an extensive network of current and former foster youth, some of whom are now in their 30’s, and is always available to assist with academic needs. For more formal mentoring needs, FYS refers youth to Big Brothers Big Sisters or may recommend a CASA appointment to the social worker.</p> <p>Academic counseling services are also provided on an as-needed basis, primarily to high school aged youth. Transcript analysis and exploration of alternative education programs and credit recovery are the main components of this service. For the youth in juvenile detention, FYS meets individually with the youth and reviews their academic needs. Additionally, FYS fields many calls from foster parents, group home staff, and social workers seeking advisement on a variety of education related issues, particularly in the area of special education and education rights. FYS provides information and guidelines and also refers callers to the SELPA website for detailed information on special education. FYS staff are now invited to all “Transition Conferences” for ILP aged youth, and come</p>
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			<p>equipped with current school records to discuss with the team.</p> <p>Transition and emancipation services are provided through five avenues; connecting with youth at their request via the Guardian Scholars information form, meeting individually with youth, attending and actively participating in transition conferences, participation and involvement in CYC meetings, and teaching the education class in the ILP class series. FYS staff will meet individually with youth (and their care providers and social workers if desired) to counsel them regarding their educational plan. Topics often covered are: alternative education options, credit recovery, career aspirations, college requirements, the AVID program, school choice and stability, and transcript analysis. The CYC meetings offer an opportunity for the FYS Coordinator to become acquainted with many transition-age foster youth in an informal setting, where discussions about goals, progress toward graduation, and credit recovery often take place. FYS gathers educational records, including transcripts, discipline records, and attendance data, and discusses the contents of the records with the youth and caregiver when requested. During the ILP education class, FYS hands out current transcripts to each youth and discusses credit calculation, credit recovery, college entrance requirements, and responds to youths' individual questions about their progress. Further information about A-G requirements, Guardian Scholars, college admissions, financial aid, and community college resources are also disseminated.</p> <p>FYS presents information to foster youth at the "Education Class" as part of the ILP (Independent Living Program) class series. The presentations cover a general discussion on college-readiness and available resources, career technical programs, alternative education and credit recovery, and education laws that apply to foster youth (AB490, AB1933, & AB216). Whenever possible, FYS reviews with each youth his or her transcript after the general discussion, and offers suggestions on anything that is missing or needed.</p> <p>In collaboration with Children and Family Services, Probation, and the Homeless Education Program, FYS sponsors several college tours/events. The students learn about the dynamic Guardian Scholars programs, meet current students and hear their stories of struggle and success. FYS sponsored a team from Ventura County to attend the Foster Youth Education Summit in March, which included 7 youth.</p> <p>For the JD (juvenile detention) program, FYS provides transition services in and out of the facility. Identified youth meet with the coordinator and a transition plan is developed. Students are provided career development tools resulting from career test results and exploration within fields of interest. Students who have a long-term commitment are selected to participate in the ROP program. Students are provided with post-secondary options that meet their needs, as well as career or field of</p>
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	<p>4. Assessment will be conducted as to number of districts providing access to district approved AB216 graduation and partial credit policies and provisions, including the ability to graduate with 130 credits.</p> <p>5. Assessment will be conducted to determine rate of Foster youth transfers to set baseline rate.</p>		<p>study information, financial aid/scholarship information along with Foster Youth Liaison contact, and other programs available on college campuses for foster youth such as EOPS (Extended Opportunities Programs and Services). In addition, The Ventura County Probation Agency has established a partnership with Ventura Community College. Select students can participate in online college courses. Youth who have a long-term commitment and who have completed a high school program (high school diploma or GED) are offered the online college experience.</p> <p>Providence school, located in juvenile hall, is an official GED site. Foster youth have the opportunity to receive their diploma and graduate with a ceremony, or if they are deficient in credits, can take the GED exam (the GED is equivalent to a diploma). FYS teams up with Dark to Dawn, a non-profit faith based organization, to provide "Milestones," a celebration of foster youth achievement. Foster youth who graduate high, or those over 18 who identified other accomplishments or milestones, are honored and celebrated. A keynote speaker, a former foster youth, spoke about overcoming difficulties and finding success through education at last year's event. FYS provided flash drives filled with post-secondary information to all honorees, and also assisted with the cost of the event. Outcome met.</p> <p>4. All Districts serving high school students honored AB216 requirements for their foster youth as required. Outcome met.</p> <p>5. Data was not available as of May of 2015. Baseline will be established by the end of the summer of 2015 as articulated and will be met.</p>
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Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>1. Coordinate services and support provided by the VCOE Foster Youth Coordinator</p>	<p>\$110,000 unrestricted salaries and benefits</p>	<p>Position was maintained and services were coordinated as planned. Foster Youth Services has been the central hub for disbursement of information related to the educational needs of foster youth countywide. FYS hosts a quarterly "Liaison Council" meeting, and invites the AB490 Liaisons from every district and charter school in the county, as well as Child Welfare and Probation and community agency partners. The purpose of the meetings is to share legislative updates, best practices, practical tools to implement foster youth laws, and offer support to districts as they strive to provide services to foster youth. Further, the meetings allow for relationship building between school administrators and community agencies, especially the main placing agencies. This past year, FYS provided direct technical support to districts and advocacy groups interested in writing and developing the foster youth portion of the new LCAPs. Action met.</p>	<p>\$128,772 unrestricted salaries, benefits and supplies</p>

Scope of service:	All Schools in Ventura County Districts		Scope of service:	All Schools in Ventura County Districts	
__ALL			__ALL		
OR: __ Low Income pupils __English Learners <u>X</u> Foster Youth __Redesignated Fluent English proficient __Other Subgroups:(Specify)_____			OR: __ Low Income pupils __English Learners <u>X</u> Foster Youth __Redesignated Fluent English proficient __Other Subgroups:(Specify)_____		
2.	Monitor district implementation of AB216	Youth Coordinator position included in action #1 above	Support was provided to districts and schools in Ventura County regarding the availability of AB216 accommodations and services and VCOE staff continued to work with districts to provide any needed support in interpreting this law. Action met.		Expenses included in action #1 above
Scope of service:	All Schools in Ventura County Districts		Scope of service:	All Schools in Ventura County Districts	
__ALL			__ALL		
OR: __ Low Income pupils __English Learners <u>X</u> Foster Youth __Redesignated Fluent English proficient __Other Subgroups:(Specify)_____			OR: __ Low Income pupils __English Learners <u>X</u> Foster Youth __Redesignated Fluent English proficient __Other Subgroups:(Specify)_____		
3.	Set baseline data on the rate of Foster youth transfers within Ventura County.	Youth Coordinator position included in action #1 above	Data was not available as of May of 2015. Baseline will be established by the end of the summer of 2015 as articulated in this goal. Goal will be met.		Expenses included in action #1 above
Scope of service:	All Schools and Districts in Ventura County		Scope of service:	All Schools and Districts in Ventura County	
__ALL			__ALL		
OR: __ Low Income pupils __English Learners <u>X</u> Foster Youth __Redesignated Fluent English proficient __Other Subgroups:(Specify)_____			OR: __ Low Income pupils __English Learners <u>X</u> Foster Youth __Redesignated Fluent English proficient __OtherSubgroups:(Specify)_____ -		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

As a result of stakeholder engagement and review of progress made, the following changes will be incorporated into future goals, actions and services:

1. There is a need to evaluate the availability of reliable data for establishing a Foster Youth transfer rate and if not feasible, establish a new goal, action or service to help increase Foster Youth stability.
2. There is a need to incorporate activities related to increasing technological proficiency for Foster Youth in Ventura County in an effort to help bridge what has been termed the "Digital Divide"

Complete a copy of this table for each of the LEA’s goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$ <u>1,003,000</u>
VCOE will receive approximately \$1,003,000 revenue attributed to the basis and number of low income, foster youth, and English learner pupils. The funds will be used and principally directed to address the needs of the students by providing professional development in EL strategies, purchasing additional technology and instructional materials to augment and upgrade the instructional program, invest in efforts to increase parental involvement, increase collaborative partnerships and services with community based organizations, increase career and technical education enrollment for the students, and coordinate the county’s efforts to provide services to expelled and foster youth. These services are the most effective use of the funds to meet the VCOEs goals for unduplicated pupils in the state priority areas.	

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met

using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

5.95	%	The percentage by which services for unduplicated pupils will be increased or improved as compared to the services provided to all pupils is 5.95%. VCOE will provide an increased amount of principally directed services to unduplicated students as compared to all students through a combination of continuous learning and professional development for teachers, employing highly qualified and appropriately credentialed teachers, increasing access to technology, increasing health services, increasing opportunities for parents to get involved in their children's education and providing additional and varied curricular offerings and support systems.
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LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.

(3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

**Ventura County Office of Education
2015-16 Local Control and Accountability Plan
Data Collection Matrix**

State Priority	Domain and Metric	Goal Number:	Expected Annual Measurable Outcome Number:	Action/Service Number:	Page:	Comment/Alternative Metric
1	Basic Services:					
	<input type="checkbox"/> Rate of teacher mis-assignment	1	1	1	13	Percentage of Credentialed and HQT Teachers.
	<input type="checkbox"/> Student access to standards-aligned instructional materials	1	2	4,5	12,13	Access to standards-aligned instructional materials.
	<input type="checkbox"/> Facilities in good repair	2	7	6,7	25-27	FIT Report Results.
2	Implementation of Common Core State Standards (CCSS):					
	<input type="checkbox"/> Implementation of CCSS for all students, including EL	1	7,8,9	6,7,12,13,15	13-16	Percentage of Course Descriptions Aligned to the California standards.
3	Parental Involvement:					
	<input type="checkbox"/> Efforts to seek parent input	3	1,2,3,5	1,2,4	34-35	Stakeholder Engagement Efforts for LCAP Development.
	<input type="checkbox"/> Promotion of parental participation	3	1,2,3,5	1,2,4	34-35	Number of parents serving as members of committees and Number of parents responding to LCAP Survey.
4	Standard Achievement:					
	<input type="checkbox"/> Performance on standardized tests	1	3,4	1,2,3,4,5	13-14	Student transiency between CBEDS and day of testing yields a very low percentage of valid scores using the former CST system. VCOE will work to improve CAHSEE results for the students served in our program. VCOE will also use the alternative metric of pre and post assessments to gauge the level of growth in skill attainment in reading and math.

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State Priority	Domain and Metric	Goal Number:	Expected Annual Measurable Outcome Number:	Action/Service Number:	Page:	Comment/Alternative Metric
	<input type="checkbox"/> Score on Academic Performance Index	N/A	N/A	N/A	N/A	API is not available in current year and does not serve as a reliable measure of school effectiveness due to insufficient number of valid test scores. Student transiency between CBEDS and day of testing yields a very low percentage of valid scores.
	<input type="checkbox"/> Share of students that are college and career ready.	1	5,6	8,9,11	13-15	CTE Course Completion/Percentage of LI students receiving college and career counseling.
	<input type="checkbox"/> Share of ELs that become English proficient	N/A	N/A	N/A	N/A	Student transiency and turnover render this measure unreliable since VCOE cannot control the percentage of ELs it receives and students rarely remain enrolled for longer than one year - insufficient time for VCOE to be credited with helping the student master English.
	<input type="checkbox"/> EL reclassification rate	N/A	N/A	N/A	N/A	Student transiency and turnover render this measure unreliable since VCOE cannot control the percentage of ELs it receives and students rarely remain enrolled for longer than one year - insufficient time for VCOE to be credited with helping the student master English.
	<input type="checkbox"/> Share of students that pass Advanced Placement exams with 3 or higher	N/A	N/A	N/A	N/A	Advancement Placement Exams are not administered and are inconsistent with the mission of the school.
	<input type="checkbox"/> Share of students determined prepared for college by the Early Assessment Program	N/A	N/A	N/A	N/A	Early Assessment Program is not administered and is inconsistent with the mission of the school.
	<input type="checkbox"/> Other Local Metric	1	11	8	13-14	Students passing high school equivalency exams.
5	Student Engagement:					
	<input type="checkbox"/> School attendance rates	2	3	1,3,4,10,11	25-28	Increased student attendance.

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	<input type="checkbox"/> Chronic absenteeism rates	2	4	1,3,4,10,11	25-28	Decrease in number of chronically absent students.
	<input type="checkbox"/> Middle school dropout rates	N/A	N/A	N/A	N/A	VCOE Court and Community Schools do not generate a dropout rate based on prescribed 4-year cohort method since students generally do not remain enrolled for more than 1 year. As an alternative metric MS students are included in the number of failed placements.
	<input type="checkbox"/> High school dropout rates	N/A	N/A	N/A	N/A	VCOE Court and Community Schools do not generate a dropout rate based on prescribed 4-year cohort method since students generally do not remain enrolled for more than 1 year. As an alternative metric HS students are included in the number of failed placements.
	<input type="checkbox"/> High school graduation rates	N/A	N/A	N/A	N/A	VCOE will use the alternative measure of outcomes produced for 12th grade students that incorporates: (1) graduation, (2) GED and (3) returned to district on track to graduate; in lieu of the traditional graduation rate since students generally do not remain enrolled for longer than 1 year. As an alternative metric HS students are included in the number of failed placements.
	<input type="checkbox"/> Other local measures	1	5	1,3,4,8,10,11,12	13-15	Number of Students who represent failed placements defined as those students who dropout or return to district having failed to remediate credits.
6	School Climate:					
	<input type="checkbox"/> Student suspension rates	2	2	1,3,4,8,9	25-28	Decrease in number of student suspensions.
	<input type="checkbox"/> Student expulsion rates	N/A	N/A	N/A	N/A	VCOE does not expel students.

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	<input type="checkbox"/> Other local measures	2	1	1,3,4,8,10,11,12	25-28	Decrease in number of student disciplinary referrals.
		2	5,6	1,3,4,8,10,11,12	25-28	Increase in number of students reporting positive caring relationship with adult on CHKS.
7	Course Access:					
	<input type="checkbox"/> Student access and enrollment in all required areas of study	1	6,7	8,9,10,11,12	13-15	Credit remediation and student need drives master schedule offerings and student transiency renders offering upper level classes in science and foreign language impractical. VCOE will use Apex online distance learning and CTE course enrollments in lieu of courses referenced in the education code cited for this metric. Number of Students completing CTE Coursework at Gateway, Phoenix and Triton Schools will also be used as an alternative metric.
		2014-15 Annual RVW	2	12	53	
8	Other Student Outcomes:					
	<input type="checkbox"/> Other indicators of student performance in required areas of study. May include performance on other exams.	1	11	8	13-14	Number of Students Passing a High School equivalency Exam (GED or HiSET).
9	Expelled Youth:					
	<input type="checkbox"/> Coordination of instruction of expelled youth	4	1-6	1-3	39-40	Coordination of Services as detailed in goals, actions, and services.

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10	Foster Youth:					
	<input type="checkbox"/> Work to minimize changes in school placement	5	1,5	1-3	43-44	Transfer rate among foster youth.
	<input type="checkbox"/> Provide educational status and progress information to child welfare agency	3	N/A	5	35	Foster Youth Coordinator Position and services.
		4	N/A	3	40	
		5	1-2	1-3	43-44	
	<input type="checkbox"/> Respond to requests from juvenile court to ensure delivery and coordination of educational services	3	N/A	5	35	Foster Youth Coordinator Position and services.
		4	N/A	3	40	
		5	1-2	1-3	43-44	
	<input type="checkbox"/> Establish a mechanism for efficient expeditious transfer of health and education records.	3	N/A	5	35	Foster Youth Coordinator Position and services / Foster Focus Database facilitation.
		4	N/A	3	40	
		5	1-2	1-3	43-44	