

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

State Priority	Domain and Metric	Located in LCAP Section	Goal Number	Page	Comment/Alternative Metric
<b>1</b>	<b>Basic Services:</b>				
	<input type="checkbox"/> Rate of teacher misassignment	2	1	15	Percentage of Appropriately Credentialed Teachers
	<input type="checkbox"/> Student access to standards-aligned instructional materials	2	1	15	Access to standards-aligned instructional materials
	<input type="checkbox"/> Facilities in good repair	2	2	31-34	FIT Report Results / Scheduled Projects
<b>2</b>	<b>Implementation of Common Core State Standards (CCSS):</b>				
	<input type="checkbox"/> Implementation of CCSS for all students, including EL	2	1	15	Percentage of Course Descriptions Aligned to CCSS
<b>3</b>	<b>Parental Involvement:</b>				
	<input type="checkbox"/> Efforts to seek parent input	1	3	7-8	Stakeholder Engagement Efforts for LCAP Development
	<input type="checkbox"/> Promotion of parental participation	2	3	45-46	Number of parents serving as members on committees and attending school events
<b>4</b>	<b>Standard Achievement:</b>				
	<input type="checkbox"/> Performance on standardized tests	2	1	15	Student transiency yields a very low percentage of valid SBAC scores. VCOE will work to improve <i>HiSet</i> , <i>GED</i> and <i>Pre-Post test scores measuring academic skills growth</i> results for the students served in our program.
	<input type="checkbox"/> Score on Academic Performance Index	N/A	N/A	N/A	API has been suspended by the state of California
	<input type="checkbox"/> Share of students that are college and career ready.	2	1	15	CTE Course Completion
	<input type="checkbox"/> Share of ELs that become English proficient	N/A	N/A	N/A	Student transiency and renders 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	Student transiency and renders 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.

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	<input type="checkbox"/> Share of students that pass Advanced Placement exams with 3 or higher	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	Early Assessment Program is not administered and is inconsistent with the mission of the school
<b>5</b>	<b>Student Engagement:</b>				
	<input type="checkbox"/> School attendance rates	2	2	31	Increased student attendance
	<input type="checkbox"/> Chronic absenteeism rates	2	2	31	Decrease in number of chronically absent students
	<input type="checkbox"/> Middle school dropout rates	N/A	N/A	N/A	VCOE Court and Community Schools do not generate a middle school dropout rate since students generally do not remain enrolled for more than 1 year
	<input type="checkbox"/> High school dropout rates	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
	<input type="checkbox"/> High school graduation rates	2	1	15	VCOE will use the alternative measure of a 1-year graduation rate since students generally do not remain enrolled for longer than 1 year.
<b>6</b>	<b>School Climate:</b>				
	<input type="checkbox"/> Student suspension rates	2	2	31	Decrease in number of student suspensions
	<input type="checkbox"/> Student expulsion rates	N/A	N/A	N/A	VCOE does not expel students
	<input type="checkbox"/> Other local measures	2	2	31	Decrease in number of student disciplinary referrals
		2	2	35	Increase in number of students reporting positive caring relationship with adult on CHKS
		2	2	35	Increase in number of students reporting meaningful opportunities on CHKS

**Introduction:**

**VCOE Profile and Executive Summary:** The Ventura County Office of Education (VCOE) operates schools and programs in support of 20 local school districts. These programs serve students at: **Gateway Community School**, **Providence Court School** and **Special Education** schools. This Local Control Accountability Plan will serve to detail how VCOE is working to improve and increase services to students in court and community schools and special education programs.

**Gateway Community School** serves expelled and referred students in grades 6-12. Students enrolled at Gateway are considered high-risk for chronic truancy, severe behavioral issues, substance abuse, and are generally severely credit deficient. Students at Gateway have access to the core curriculum, career education and English Language Development. Gateway provides drug and alcohol treatment, behavioral health services, and intensive supervision by the Ventura County Probation Agency in addition to the academic program.

**Providence Court School** provides educational services to minors incarcerated in the Ventura County Juvenile Justice Facility. Educational programs include access to the core curriculum, career education, high school equivalency and special education services. As with Gateway, student transiency introduces numerous challenges to the program offerings and outcomes. In response to these needs, the school partners with Ventura County Probation, Ventura County Behavioral Health, and community-based organizations to provide comprehensive support services.

VCOE special education students are served in three types of placements: students with developmental delays, students with social-emotional needs, and students with a diagnosis of Autism Spectrum Disorder (ASD). Each of these programs provide specialized services delivered by highly trained 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 **Phoenix School** 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 **Triton Academy** which is a 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.

Stakeholder engagement and a review of progress made in the past year indicate that VCOE met a vast majority of its intended outcomes. A few areas where a change in direction is needed or where there is room for growth emerged during this process and include:

1. The need to shift away from a 1 to 1 approach to technology and move more towards ensuring that each teacher and classroom have the technology they need in order to best serve the unique needs of VCOE students.
2. The need to continue to work on improving attendance at Gateway Community School with an emphasis on increasing student engagement and refining the Student Attendance Review Board (SARB) process.
3. The need to increase efficiency in the referral and intake process at Gateway Community School
4. Replace the actions and services supporting the CAHSEE with extended year and after school enrichment programs allowing for project-based learning, career education, and credit remediation

5. Accelerating VCOE's efforts to improve attendance and reduce chronic absenteeism.

In order to best serve these students, VCOE has identified goals and measurable outcomes to help verify the degree of progress made towards achieving each goal. These goals and outcomes cover the following areas:

**Goal 1. Increase academic achievement**

- A. Passing high school equivalency exams
- B. Increase career education coursework completion and career planning services
- C. Improving transition services and reducing failed placements
- D. Increasing the use of formative assessments
- E. Expanding the use of educational technology
- F. Increased professional development in the state standards, EL support and IEP writing

**Goal 2. Improve campus climate, culture and safety**

- A. Decrease suspensions and behavioral conduct referrals
- B. Increase attendance and reduce chronic absenteeism
- C. Improve Facilities
- D. Increase support services for drug and alcohol abuse

**Goal 3. Increase community and parental involvement through:**

- A. Site-based committees
- B. School events and activities for parents and the community
- C. Partnerships with community based agencies
- D. Stakeholder engagement and feedback in the LCAP planning process

**Goal 4. Facilitate services to Ventura County Expelled Youth**

- A. Reduce failed placements
- B. Increasing counseling support services

- C. Providing transportation to all students

**Goal 5. Facilitate services to Ventura County Foster Youth**

- A. Support increased data sharing among agencies in the county
- B. Facilitate job-alike meetings and other support services with all local districts in support of Foster Youth
- C. Increase awareness of legal requirements pertaining the graduation
- D. Reduce transfer rate among foster youth

Annual Measurable Objectives and specific actions and services in support of these goals are detailed in subsequent sections of this LCAP.

In order to facilitate an efficient review of this LCAP, a matrix detailing where required data metrics can be found is herein attached. Due to the nature of the students served in VCOE Court, Community and Special Education programs, numerous metrics are not applicable to our programs. The matrix details why they do not apply and when alternative metrics are used, they are identified.

**LEA:** Ventura County Office of Education  
**Contact:** Roger Rice, Deputy Superintendent Student Services, rrice@vcoe.org, (805)383-1920  
**LCAP Year:** 2016-17

***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 Writing Group was formed and met during the Spring of 2016 to provide input and guidance on the development of the 2016-17 LCAP and the Annual Update to the 2015-16 LCAP. The committee used the input received from all stakeholders to write this year's LCAP.</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>The Ventura County Board of Education (VCBE) was provided monthly reports on the development of the LCAP beginning in April, 2016.</p> <p>Parent Involvement</p> <ul style="list-style-type: none"> <li>• PTO Meetings at all the school sites beginning February through April 2016.</li> <li>• Parent input cards provided at all school meetings including but not limited to, individual parent conferences, IEPs, family nights, and open houses.</li> <li>• English Learner Advisory Board Meeting - 10/28/15</li> <li>• Foster Youth Meeting - 5/26/16</li> </ul> <p>Community Involvement</p> <ul style="list-style-type: none"> <li>• Foster Youth Meeting - 9/24/15, 1/21/16, 3/24/16, 5/26/16</li> <li>• Community Corrections Partnership Meeting - 7/22/15, 11/14/15, 4/26/16</li> <li>• Ventura County Workforce Development Board Meeting - 9/2/15, 10/7/15, 12/2/15, 1/6/16, 3/2/16, 4/6/16, 5/4/16, 6/1/16</li> </ul>	<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 241 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, &amp; 5.</p> <p>In addition 330 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 #1-5.</p> <p>A further 165 stakeholders identified pupil achievement as a priority for VCOE. This input supports the experience of VCOE administrators and reinforces the 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 168 responses from stakeholders and serves as the foundation for Goal #2 in the 2016-17 LCAP.</p> <p>Stakeholder engagement related to the process for the Annual Review of the 2015-16 school year was incorporated as identified needs for revisions and adjustments. In addition, goals and aligned actions and services included in the 2016-17 LCAP were adjusted and amended accordingly. Representative areas are incorporated into the section "Annual Update" below and are not repeated here in the interest of efficiency.</p>

- Juvenile Detention Alternatives Initiative Meeting - 7/21/15, 9/15/15, 11/17/16, 3/15/16, 5/17/16
- Meeting with Ventura County Probation - 8/4/15, 10/14/15, 2/10/16, 4/13/16, 6/9/16
- Email to all community partners requesting they complete the online survey - 3/23/16, 3/24/16
- Meeting with community leaders - DATE
- STEPS Program and other meetings with various partners in Ventura County - 3/28/16, 4/7/16, 4/27/16, 5/26/16, 6/1/16

#### Staff Involvement

- An email campaign was used to encourage all VCOE staff to participate in the development of the LCAP
- 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

#### Student Involvement

- Principals provided students with dedicated class time to provide input during the school day in the month of April
- Online Survey – Every student was provided with time and a computer to complete the online survey
- Input Cards
- Personal Interviews

#### Data Results - Survey Responses by Stakeholder category:

- # Parents - 90
- # Teachers - 123
- # Classified - 135
- # Administration - 45
- # Students - 104
- # Community Members – 113
- # Partners - 29
- Total Survey Responses - 646 (up by 11.9% from 577 last year)

### Projected Timeline

- Data Collection: July 2015 – May 2016
- LCAP updates and Draft Reports to VCBE April and May 2016
- Public Hearing June 20, 2016
- Superintendent written responses to stakeholders June 2016

Final LCAP Approved by VCBE: June 27, 2016

### Annual Update:

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 2015-16 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:

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 meetings with stakeholders and community based agencies were held throughout the school year to share information on progress made with key stakeholders.
5. Employee Organizations were kept informed through the formal Consultation process

### Annual Update:

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 2015-16 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:

1. The need to simplify the LCAP by combining items and reducing repetitiveness.
2. The continued need for creative strategies for increasing parental involvement.
3. The need for increased behavioral support Including CHAMPS, a Positive Behavior Intervention System.
4. The need to streamline the intake process at our community school
5. A need for Professional Development in Project Based Learning
6. The need for continued training in Trauma Informed Care and Restorative Practices was expressed.
7. A need to develop oversight of our implementation of the AB2276 Transition Services MOU.
8. The need to make the Student Attendance Review Board more consistent and restorative.
9. The need to expand the number of students in career education courses.
10. The need to expand extended school year services to Gateway Community School
11. The need for improved nutritional services to reflect higher

<ol style="list-style-type: none"> <li>6. The Ventura County Board of Education was provided an update on the progress made towards the 2016-17 LCAP in April of 2016 and a Draft was provided in May. On June 20 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.</li> <li>7. VCOE Senior Management regularly discussed LCAP-related issues including progress made on goals.</li> <li>8. Data and other pertinent information was shared with parents and students at events like Back-To-School-Night and Open House. 9/17/15, 9/24/15, 9/29/15, 10/6/15, 10/28/15, 12/10/15, 4/6/16, 5/18/16, 5/26/16</li> <li>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.</li> <li>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 Development Board; Juvenile Detention Alternatives Initiative; United Parents; Community Corrections Partnership; Ventura County Probation Department;</li> <li>11. VCOE Senior Management traveled to each local school district in the county to obtain feedback on the services provided by VCOE including special education, court and community schools and services to special populations.</li> <li>12. 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.</li> </ol>	<ol style="list-style-type: none"> <li>12. quality offerings.</li> <li>12. Support for moving away from 1 to 1 technology in favor of implementing classroom technology that supports these unique teaching and learning environments.</li> <li>13. A need to eliminate all actions and services related to the CAHSEE; reworking the after school tutoring program to emphasize project based learning, career education and credit remediation.</li> <li>14. The need to accelerate efforts to improve attendance and reduce chronic absenteeism</li> </ol>
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## 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?

<b>GOAL:</b>	<p>Goal # 1 Student achievement will increase in all academic areas impacted by VCOE programs including IEP goals and educational outcomes that benefit students with special needs.</p>	<p>Related State and/or Local Priorities: X                  1 X 2 _3 X 4 X 5 _6 X 7 X 8 COE                  only: X 9 X 10 Local:</p> <p>Improving Educational Outcomes for students by:</p> <ol style="list-style-type: none"> <li>1. Increasing career readiness</li> <li>2. Improving educational outcomes including 1 year graduation rate Number of high school equivalency diplomas granted</li> <li>3. Maximizing Credit Recovery</li> </ol>
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<p><b>Identified Need:</b></p>	<p>The High School Equivalency Diploma exam options have been augmented by the addition of the HiSET exam (to compliment the GED) and therefore progress needs to be made in its implementation and outcomes.</p> <p>Consistent with the state's goal of increasing college and career readiness, student participation in CTE courses should be increased among students in Court and Community Schools and Special Education as appropriate.</p> <p>There is an ongoing need to minimize the number of students who represent failed placements (10 in 2015-16), defined as students who dropout or return to district after failing to remediate credits</p> <p>Local district leaders have encouraged VCOE make the transition process for students more efficient by improving the referral intake process and tracking students who leave the juvenile detention facility.</p> <p>Site leaders indicate the need to identify, develop and implement formative and/or authentic assessments which are not evident in all curricular areas.</p> <p>Site visits and stakeholder engagement reflect a need to expand the use of instructional technology in all classrooms, and provide additional training for teachers in how best to use this new technology to increase student learning.</p> <p>Based on the addition of new staff and stakeholder engagement, additional training is needed in California Standards implementation and lesson design, including project-based learning, English Language Development and the Next Generation Science Standards.</p> <p>VCOE added numerous new teachers and 4 new administrators in special education in 2015-16 and additional training is needed in writing effective Individual Educational Plans and managing the IEP Process</p> <p>Consistent with VCOE efforts to infuse Career Education into the alternative education setting, there is a need to provide counseling services for students relative to career planning</p>	
<p><b>Goal Applies to:</b></p>	<p><b>Schools:</b> All VCOE Schools</p> <p><b>Grades:</b> All</p>	
	<p><b>Applicable Pupil Subgroups:</b></p>	<p>All</p>
<p style="text-align: center;"><b>LCAP Year 1</b></p>		

<p><b>Expected Annual Measurable Outcomes:</b></p>	<ol style="list-style-type: none"> <li>1. 100% of students will continue to have access to standards-aligned instructional materials <b>(1,2)</b></li> <li>2. Individual 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. <b>(4,8)</b></li> <li>3. Number 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 <b>(5,8)</b></li> <li>4. 60% of students at Gateway School will complete a Career and Technical Education Course <b>(4,7,8,10)</b></li> <li>5. Phoenix and Triton will have a minimum of 1 student each participate in Career Education courses as is appropriate given IEP goals <b>(4,7,8)</b></li> <li>6. 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 <b>(2)</b></li> <li>7. Local Benchmark assessments and IEP goals aligned to the California Standards will continue to be identified, developed and implemented in all core areas <b>(1,5)</b></li> <li>8. Authentic assessments reflecting learning outcomes associated with Project-based learning will be developed along with opportunities for public exhibition of student work <b>(1,2,4)</b></li> <li>9. All teachers at Gateway Community School will receive training in best practices and instructional strategies related to Project-based Learning <b>(1,2,4)</b></li> <li>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 <b>(1,5)</b></li> <li>11. The implementation of necessary and appropriate educational technology in the form of hardware and software will reach 80% of classrooms <b>(1,5,10)</b></li> <li>12. Percentage of students passing either the HiSET (High School Equivalency Exam) or GED will increase by 2% from 79% to 81% or more <b>(8)</b></li> <li>13. 100% of VCOE Teachers will be appropriately credentialed in their respective assignments and there will be no teacher misassignments. <b>(1)</b></li> <li>14. One (1) year graduation rate will be no less than 90% given the baseline rate which was established at the end of 2015-16 school year as 91% (10 of 11 students graduated after starting the year with 160 credits or more)</li> </ol>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>

<p>1. Increasing the accessibility of the California State Standards (CSS) will be improved through</p> <ul style="list-style-type: none"> <li>a. Implementation of appropriate educational technology</li> <li>b. Adopting and implementing standards-aligned instructional materials</li> <li>c. Ensuring all courses are aligned to the CSS</li> <li>d. Pre and post assessments, formative assessments, and use of data management software. For students in special education, progress towards yearly IEP goals in English Language Arts, Mathematics, and Science will be monitored on a regular basis. Mathematics, and Science will be monitored on a regular basis.</li> </ul>	<p>All VCOE Schools</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<ul style="list-style-type: none"> <li>a. \$40,000 unrestricted supplies</li> <li>b. \$20,000 unrestricted instructional materials</li> <li>c. No Additional Costs, this is included as part of staff duties</li> <li>d. \$2,000 unrestricted salaries and benefits</li> </ul>
<p>2. VCOE will work to increase the career readiness of the students we serve by:</p> <ul style="list-style-type: none"> <li>a. Counselor will meet with no less than 80% of LI students for college and career planning. Expense represents 12% of Counselor FTE</li> <li>b. Continue to increase the enrollment in CTE courses among VCOE students</li> <li>c. After school enrichment program emphasizing the integration of career education and common core standards attainment via project-based learning will be provided. Educational services and transportation for approximately 30 students will be provided with LI, EL and Foster Youth receiving priority enrollment.</li> </ul>	<p>Gateway, Phoenix</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p>X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races X Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White X Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<ul style="list-style-type: none"> <li>a. \$12,600 restricted state funds salaries and benefits</li> <li>b. No Additional Costs, this is included as part of staff duties</li> <li>c. \$35,000 restricted state funds contracted services</li> </ul>

<p>3. VCOE will continue to provide credit recovery options to all students to ensure that they are better able to graduate on time. Options will include:</p> <ul style="list-style-type: none"> <li>a. On-line coursework through APEX and Canvass software programs</li> <li>b. Independent Studies</li> <li>c. Adult Education Enrollment</li> <li>d. Community College Enrollment</li> <li>e. Evening Classes at VC Career Education Center</li> </ul>	<p>Gateway, Providence, Phoenix, Triton</p> <p>Grades: 9th, 10th, 11th, 12th</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<ul style="list-style-type: none"> <li>a. \$2,500 restricted Title I travel and professional services</li> <li>b. No Additional Costs, this is included as part of staff duties</li> <li>c. No Additional Costs, this is included as part of staff duties</li> <li>d. No Additional Costs, this is included as part of staff duties</li> <li>e. No Additional Costs, this is included as part of staff duties</li> </ul>
<p>4. High School Equivalency test preparation and administration</p> <ul style="list-style-type: none"> <li>a. Maintain sufficient staffing to administer GED/HiSET</li> <li>b. Test preparation materials provided to students and provide staff training</li> </ul>	<p>Gateway, Providence, Phoenix, and Triton</p> <p>Grades: 9th, 10th, 11th, 12th</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<ul style="list-style-type: none"> <li>a. \$30,000 Unrestricted salaries and benefits</li> <li>b. \$1,000 unrestricted Instructional Materials</li> </ul>

<p>5. Targeted support for EL students will include:</p> <p>a. 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>b. Adopt and implement curriculum and supplemental instructional materials appropriate for long term English learners</p> <p>c. Professional Development in English Language Development (ELD) Standards and ELD teaching strategies</p>	<p>Gateway</p> <p>Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>a. \$19,526 unrestricted salaries and benefits</p> <p>b. \$2,000 unrestricted supplies</p> <p>c. \$8,000 unrestricted travel and professional services</p>
<p>6. Implementation of Extended School Year (ESY) program will focus on increased skills attainment and career education</p>	<p>Gateway</p> <p>Grades: 9th, 10th, 11th, 12th</p>	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>\$18,628 unrestricted salary and benefits</p>
<p>7. Foster youth students will be provided a foster youth liaison and school counselor support to ensure student files, records and transcripts follow the students from school to school, and ensure the students are enrolled in the correct academic subjects. This counselor and Foster 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>All VCOE Schools</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>\$133,000 State restricted salary and benefits</p>

<p>8. Additional training will be provided in IEP writing to incorporate appropriate academic goals.</p>	<p>All VCOE Schools Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Special Education)</p>	<p>\$3,000 unrestricted travel and professional services</p>
<p>9. VCOE Student Services and Human Resources will meet no less than monthly to monitor teacher assignments and staffing patterns to ensure there are no teacher misassignments and to plan for future staffing needs.</p>	<p>All VCOE Schools Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>No Additional Expenses, this is included as part of staff duties</p>
<p><b>LCAP Year 2</b></p>			

<p><b>Expected Annual Measurable Outcomes:</b></p>	<ol style="list-style-type: none"> <li>1. 100% of students will continue to have access to standards-aligned instructional materials <b>(1,2)</b></li> <li>2. Individual 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. <b>(4,8)</b></li> <li>3. Number 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 <b>(5,8)</b></li> <li>4. 70% of students at Gateway School will complete a Career and Technical Education Course <b>(4,7,8,10)</b></li> <li>5. Phoenix and Triton will have a minimum of 1 student each participate in Career Education courses as is appropriate given IEP goals <b>(4,7,8)</b></li> <li>6. 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 <b>(2)</b></li> <li>7. Local Benchmark assessments and IEP goals aligned to the California Standards will continue to be identified, developed and implemented in all core areas <b>(1,5)</b></li> <li>8. Authentic assessments reflecting learning outcomes associated with Project-based learning will be developed along with opportunities for public exhibition of student work <b>(1,2,4)</b></li> <li>9. All teachers at Gateway Community School will receive training in best practices and instructional strategies related to Project-based Learning <b>(1,2,4)</b></li> <li>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 <b>(1,5)</b></li> <li>11. The implementation of necessary and appropriate educational technology in the form of hardware and software will reach 90% of classrooms <b>(1,5,10)</b></li> <li>12. Percentage of students passing either the HiSET (High School Equivalency Exam) or GED will increase by 2% from 81% to 83% or more <b>(8)</b></li> <li>13. 100% of VCOE Teachers will be appropriately credentialed in their respective assignments and there will be no teacher misassignments. <b>(1)</b></li> <li>14. One (1) year graduation rate will be no less than 90% given the baseline rate which was established at the end of 2015-16 school year as 91%</li> </ol>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>

<p>1. Increasing the accessibility of the California State Standards (CSS) will continue to be improved through:</p> <ul style="list-style-type: none"> <li>a. Implementation of appropriate educational technology</li> <li>b. Adopting and implementing standards-aligned instructional materials</li> <li>c. Ensuring all courses are aligned to the CSS</li> <li>d. Pre and post assessments, formative assessments, and use of data management software. For students in special education, progress towards yearly IEP goals in English Language Arts, Mathematics, and Science will be monitored on a regular basis.</li> </ul>	<p>All VCOE Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<ul style="list-style-type: none"> <li>a. \$40,000 unrestricted supplies</li> <li>b. \$20,000 unrestricted instructional materials</li> <li>c. No Additional Costs, this is included as part of staff duties</li> <li>d. \$2,000 unrestricted salaries and benefits</li> </ul>
<p>2. VCOE will continue to work to increase the career readiness of the students we serve by:</p> <ul style="list-style-type: none"> <li>a. Counselor will meet with no less than 90% of LI students for college and career planning. Expense represents 12% of Counselor FTE</li> <li>b. Continue to increase the enrollment in CTE courses among VCOE students</li> <li>c. After school enrichment program emphasizing the integration of career education and common core standards attainment via project-based learning will be provided. Educational services and transportation for approximately 30 students will be provided with LI, EL and Foster Youth receiving priority enrollment.</li> </ul>	<p>Gateway, Phoenix Grades: All</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other</p>	<ul style="list-style-type: none"> <li>a. \$12,600 restricted state funds salaries and benefits</li> <li>b. No Additional Costs, this is included as part of staff duties</li> <li>c. \$35,000 restricted state funds contracted services</li> </ul>

<p>3. VCOE will continue to provide credit recovery options to all students to ensure that they are better able to graduate on time. Options will include:</p> <ul style="list-style-type: none"> <li>a. On-line coursework through APEX and Canvass software programs</li> <li>b. Independent Studies</li> <li>c. Adult Education Enrollment</li> <li>d. Community College Enrollment</li> <li>e. Evening Classes at VC Career Education Center</li> </ul>	<p>Gateway, Providence, Phoenix, Triton</p> <p>Grades: 9th, 10th, 11th, 12th</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<ul style="list-style-type: none"> <li>a. \$2,500 restricted Title I travel and professional services</li> <li>b. No Additional Costs, this is included as part of staff duties</li> <li>c. No Additional Costs, this is included as part of staff duties</li> <li>d. No Additional Costs, this is included as part of staff duties</li> <li>e. No Additional Costs, this is included as part of staff duties</li> </ul>
<p>4. VCOE will continue to support high school equivalency test preparation and administration</p> <ul style="list-style-type: none"> <li>a. Maintain sufficient staffing to administer GED/HISET</li> <li>b. Test preparation materials provided to students and provide staff training</li> </ul>	<p>Gateway, Providence, Phoenix, and Triton</p> <p>Grades: 9th, 10th, 11th, 12th</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<ul style="list-style-type: none"> <li>a. \$30,000 unrestricted salaries and benefits</li> <li>b. \$1,000 unrestricted instructional materials</li> </ul>

<p>5. Targeted support for EL students will include:</p> <p>a. 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>b. VCOE will continue to implement new curriculum and supplemental instructional materials appropriate for long term English learners</p> <p>c. Professional Development in English Language Development (ELD) Standards and ELD teaching strategies</p>	<p>Gateway</p> <p>Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>a. \$21,000 unrestricted salaries and benefits</p> <p>b. \$2,000 unrestricted supplies and services</p> <p>c. \$8,000 restricted Title I travel and professional services</p>
<p>6. Implementation of Extended School Year (ESY) program will focus on increased skills attainment and career education</p>	<p>Gateway</p> <p>Grades: 9th, 10th, 11th, 12th</p>	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$18,628 unrestricted salary and benefits</p>
<p>7. Foster Youth students will continue to be provided a liaison for Foster Youth and school counselor support to ensure student files, records and transcripts follow the students from school to school, and ensure the students are enrolled in the correct academic subjects. This counselor and Foster 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>All VCOE Schools</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$136,000 State restricted salary and benefits</p>

<p>8. Annual training will be provided in IEP writing to incorporate appropriate academic goals.</p>	<p>All VCOE Schools Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Special Education)</p>	<p>\$3,000 unrestricted travel and professional services</p>
<p>9. VCOE Student Services and Human Resources will continue to meet no less than monthly to monitor teacher assignments and staffing patterns to ensure there are no teacher misassignments and to plan for future staffing needs.</p>	<p>All VCOE Schools Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>No Additional Expenses, this is included as part of staff duties</p>
<p><b>LCAP Year 3</b></p>			

<p><b>Expected Annual Measurable Outcomes:</b></p>	<ol style="list-style-type: none"> <li>1. 100% of students will continue to have access to standards-aligned instructional materials <b>(1,2)</b></li> <li>2. Individual 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. <b>(4,8)</b></li> <li>3. Number of failed placements defined as dropouts or students who return to district after failing to remediate credits will decrease from 8 to 7 or fewer <b>(5,8)</b></li> <li>4. 80% of students at Gateway School will complete a Career and Technical Education Course <b>(4,7,8,10)</b></li> <li>5. Phoenix and Triton will have a minimum of 1 student each participate in Career Education courses as is appropriate given IEP goals <b>(4,7,8)</b></li> <li>6. 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.<b>(2)</b></li> <li>7. Local Benchmark assessments and IEP goals aligned to the California Standards will continue to be developed and implemented in all core areas <b>(1,5)</b></li> <li>8. Authentic assessments reflecting learning outcomes associated with Project-based learning will be developed along with opportunities for public exhibition of student work <b>(1,2,4)</b></li> <li>9. All teachers at Gateway Community School will receive training in best practices and instructional strategies related to Project Based Learning <b>(1,2,4)</b></li> <li>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 <b>(1,5)</b></li> <li>11. The implementation of necessary and appropriate educational technology in the form of hardware and software will reach 100% of classrooms <b>(1,5,10)</b></li> <li>12. Percentage of students passing either the HiSET (High School Equivalency Exam) or GED will increase by 2% from 83% to 85% or more <b>(8)</b></li> <li>13. 100% of VCOE Teachers will be appropriately credentialed in their respective assignments and there will be no teacher misassignments. <b>(1)</b></li> <li>14. One (1) year graduation rate will be no less than 90% given the baseline rate which was established at the end of 2015-16 school year as 91%</li> </ol>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>

<p>1. Increasing the accessibility of the California State Standards (CSS) will continue to be improved through:</p> <p>a. Implementation of appropriate educational technology</p> <p>b. Adopting and implementing standards-aligned instructional materials</p> <p>c. Ensuring all courses are aligned to the CSS</p> <p>d. Pre and post assessments, formative assessments, and use of data management software. For students in special education, progress towards yearly IEP goals in English Language Arts, Mathematics, and Science will be monitored on a regular basis.</p>	<p>All VCOE Schools</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>a. \$40,000 unrestricted supplies</p> <p>b. \$20,000 unrestricted Instructional Materials</p> <p>c. No Additional Costs, this is included as part of staff duties</p> <p>d. \$2,000 unrestricted salaries and benefits</p>
<p>2. VCOE will continue to work to increase the career readiness of the students we serve by:</p> <p>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>b. Continue to increase the enrollment in CTE courses among VCOE students</p> <p>c. After school enrichment program emphasizing the integration of career education and common core standards attainment via project-based learning will be provided. Educational services and transportation for approximately 30 students will be provided with LI, EL and Foster Youth receiving priority enrollment.</p>	<p>Gateway Phoenix</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p>X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races X Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White X Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>a. \$12,600 restricted state funds salaries and benefits</p> <p>b. No Additional Costs, this is included as part of staff duties</p> <p>c. \$25,000 restricted state funds contracted services</p>

<p>3. VCOE will continue to provide credit recovery options to all students to ensure that they are better able to graduate on time. Options will include:</p> <ul style="list-style-type: none"> <li>a. On-line coursework through APEX and Canvass software programs</li> <li>b. Independent Studies</li> <li>c. Adult Education Enrollment</li> <li>d. Community College Enrollment</li> <li>e. Evening Classes at VC Career Education Center</li> </ul>	<p>Gateway, Providence, Phoenix, Triton</p> <p>Grades: 9th, 10th, 11th, 12th</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<ul style="list-style-type: none"> <li>a. \$2,500 restricted Title I travel and professional services</li> <li>b. No Additional Costs, this is included as part of staff duties</li> <li>c. No Additional Costs, this is included as part of staff duties</li> <li>d. No Additional Costs, this is included as part of staff duties</li> <li>e. No Additional Costs, this is included as part of staff duties</li> </ul>
<p>4. VCOE will continue to support high school equivalency test preparation and administration</p> <ul style="list-style-type: none"> <li>a. Maintain sufficient staffing to administer GED/HIiSET</li> <li>b. Test preparation materials provided to students and provide staff training</li> </ul>	<p>Gateway, Providence, Phoenix, and Triton</p> <p>Grades: 9th, 10th, 11th, 12th</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<ul style="list-style-type: none"> <li>a. \$35,000 unrestricted salaries and benefits</li> <li>b. \$1,000 unrestricted instructional materials</li> </ul>

<p>5. Targeted support for EL students will include:</p> <p>a. 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>b. VCOE will continue to implement new curriculum and supplemental instructional materials appropriate for long term English learners</p> <p>c. Professional Development in English Language Development (ELD) Standards and ELD teaching strategies</p>	<p>Gateway</p> <p>Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>a. \$25,000 unrestricted salaries and benefits</p> <p>b. \$2,000 unrestricted supplies</p> <p>c. \$8,000 restricted Title I travel and professional services</p>
<p>6. Implementation of Extended School Year (ESY) program will focus on increased skills attainment and career education</p>	<p>Gateway</p> <p>Grades: 9th, 10th, 11th, 12th</p>	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>\$22,000 unrestricted salaries and benefits</p>
<p>7. Foster Youth students will continue to be provided a liaison for Foster Youth and school counselor support to ensure student files, records and transcripts follow the students from school to school, and ensure the students are enrolled in the correct academic subjects. This counselor and Foster 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>All VCOE Schools</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>\$137,000 State restricted salary and benefits</p>

<p>8. Annual training will be provided in IEP writing to incorporate appropriate academic goals.</p>	<p>All VCOE Schools Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Special Education)</p>	<p>\$3,000 unrestricted travel and professional services</p>
<p>9. VCOE Student Services and Human Resources will continue to meet no less than monthly to monitor teacher assignments and staffing patterns to ensure there are no teacher misassignments and to plan for future staffing needs.</p>	<p>All VCOE Schools Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>No Additional Expenses, this is included as part of staff duties</p>

<b>GOAL:</b>	<p>Goal # 2</p> <p>VCOE will enhance school safety and climate for students and staff in order to increase student engagement and success</p>	<p>Related State and/or Local Priorities: X          1 X 2 _3 _4 X 5 X 6 _7 X 8 COE          only: _9 X 10 Local:          Increased Attendance</p>
<b>Identified Need:</b>	<p>Discipline referral data and teacher interviews evidence that 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.</p> <p>Stakeholder feedback has indicated an ongoing need to provide increased professional development to staff regarding issues and challenges facing the youth we serve</p> <p>Rate of attendance and behavioral issues evidence the need to increase student engagement and connectedness to school. <b>Attendance Rates:</b></p> <p>Providence Court School - 2015-2016 97.28%</p> <p>Gateway Community School - 2015-2016 75.12%</p> <p>Special Education Schools - 2015-2016 88.03%</p> <p>School facilities are older and frequently need repairs or upgrades to maintain high level of quality for students and staff.</p> <p>Student referral data evidence that there is a need for increased deterrents and support for dealing with substance abuse</p>	
<b>Goal Applies to:</b>	<p><b>Schools:</b> All VCOE Schools</p> <p><b>Grades:</b> All</p>	
	<b>Applicable Pupil Subgroups:</b>	All
<b>LCAP Year 1</b>		

<b>Expected Annual Measurable Outcomes:</b>	<ol style="list-style-type: none"> <li>1. Decrease student disciplinary referrals by 10% from prior year 379(6)</li> <li>2. Decrease student suspensions by 2% from prior year to 121 (6)</li> <li>3. Increase student attendance by 1% from prior year (5)</li> <li>4. Decrease number of chronically absent students by 5% from 75.9% to 70.9% or less prior year (5)</li> <li>5. Scores on the Facility Inspection Tool (FIT) will be maintained at 98% or higher.(1)</li> <li>6. Behavioral Support Services contracts will be increased by 3% from the prior year (5,6)</li> </ol>		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
<p>1. VCOE will work to increase student engagement, attendance and pro social attitudes by implementing restorative practices such as:</p> <p>a. Alternatives to suspension through the use of Behavioral Health service, Behavioral Plans, community service, and restorative discipline treatment plans.</p> <p>b. Increase service hours provided through health and counseling services contracts by 3% from prior year</p> <p>c. Provide training in restorative discipline practices; trauma informed care; positive behavior supports and alternative means of correcting behavior to 20 additional staff members</p> <p>d. Maintain fulltime position for Restorative Justice Resource Teacher</p>	<p>Gateway, Phoenix</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>a. \$54,000 restricted Title I professional services</p> <p>b. \$1,620 unrestricted professional services</p> <p>c. \$1,200 Unrestricted Professional services</p> <p>d. \$100,000 Salary and benefits restricted Title I</p>

<p>2. VCOE will work to increase School Safety by:</p> <p>a. Providing a full time Ventura County Probation Officer at Gateway</p> <p>b. Contract with locally approved vendor for no less than two inspections per month at Gateway and Phoenix</p> <p>c. Bus aides in support of safety at Gateway</p> <p>d. Investing in Professional Development and materials in support CHAMPS Positive Behavioral Supports and NCPI in all VCOE Schools</p> <p>e. Develop and implement a full time Instructional support position for behavioral support at Gateway</p>	<p>Gateway, Providence, Phoenix and Triton</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>a. \$100,000 unrestricted professional services</p> <p>b. \$5,000 unrestricted professional services</p> <p>c. \$9,000 Unrestricted salaries and benefits</p> <p>d. \$5,000 unrestricted travel and professional services</p> <p>e. \$60,000 unrestricted salaries and benefits</p>
<p>3. VCOE will maintain counselor positions with a ratio of no more than 150:1 to meet the academic and socio-emotional needs of all students</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 Phoenix Triton</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>a. \$132,428 unrestricted salaries and benefits</p> <p>b. \$97,773 unrestricted salaries and benefits</p>

<p>4. VCOE will implement an incentive program to increase student engagement and address high rates of absenteeism. The program may include Pro Social activities such as:</p> <ul style="list-style-type: none"> <li>a. Lunch and afterschool activities</li> <li>b. Opportunities for Service Learning and volunteering</li> <li>c. Culturally relevant guest speakers on personal motivation and career readiness</li> <li>d. Field trips to universities, museums and other educational venues</li> <li>e. Purchase of student incentives, awards and materials and supplies to honor student accomplishments</li> <li>f. Instructional materials and technology to support high interest student projects</li> </ul>	<p>All VCOE Schools Grades: All</p>	<p><input checked="" type="checkbox"/> All -----  <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless  <input type="checkbox"/> Other</p>	<p>All of the restricted fund sources will be Special Education or Title I and will depend on the students receiving these services</p> <ul style="list-style-type: none"> <li>a. \$2,000 restricted supplies</li> <li>b. \$2,000 restricted supplies</li> <li>c. \$2,000 restricted professional services</li> <li>d. \$2,000 restricted contracted services</li> <li>e. \$2,000 restricted supplies</li> <li>f. \$2,000 restricted supplies</li> </ul>
<p>5. Maintain facilities in good repair.</p> <ul style="list-style-type: none"> <li>a. Airport Landscaping</li> </ul>	<p>Penfield, Phoenix Airport, Triton</p>	<p><input checked="" type="checkbox"/> All -----  <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More</p>	<ul style="list-style-type: none"> <li>a. \$3,000 unrestricted contracted</li> </ul>

<ul style="list-style-type: none"> <li>b. Boswell Restroom Renovations, Drinking Fountains, Technology</li> <li>c. Moorpark ACCESS, Classroom Renovations, Landscaping</li> <li>d. Moorpark Phoenix Security Fencing</li> <li>e. Penfield Office Renovation, Storage Cabinets</li> <li>f. Phoenix Airport Landscaping, Office Renovations &amp; Restroom</li> <li>g. Triton Calming Rooms, Restrooms, Classroom Furnishings</li> <li>h. CEC Lighting</li> <li>i. Moorpark Phoenix/ACCESS Glazing</li> </ul>	<p>Academy, Moorpark ACCESS, Moorpark Career Education Center</p> <p>Grades: All</p>	<p>Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>services</p> <ul style="list-style-type: none"> <li>b. \$14,661 unrestricted contracted services</li> <li>c. \$95,228 unrestricted contracted services</li> <li>d. \$10,012 unrestricted contracted services</li> <li>e. \$30,086 unrestricted capital outlay</li> <li>f. \$64,088 unrestricted contracted services</li> <li>g. \$84,053 unrestricted capital outlay</li> <li>h. \$15,181 unrestricted contracted services</li> <li>i. \$14,095 unrestricted contracted services</li> </ul>
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<p>6. Foster Youth students will be provided counseling and information regarding AB216 and AB490 provisions. Foster Youth will receive priority enrollment in career education classes and supplemental programs.</p>	<p>All VCOE Schools Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Expense included in goal one, action #7</p>
<p><b>LCAP Year 2</b></p>			
<p><b>Expected Annual Measurable Outcomes:</b></p>	<ol style="list-style-type: none"> <li>1. Decrease student disciplinary referrals by 10% from prior year 1332<b>(6)</b></li> <li>2. Decrease student suspensions by 2% from prior year to 100 <b>(6)</b></li> <li>3. Increase student attendance by 1% from prior year - Providence 98%, Gateway 76%, Special Education 89% <b>(5)</b></li> <li>4. Decrease number of chronically absent students by 5% from 70.9% to 65.9% from prior year <b>(5)</b></li> <li>5. Bi-annual CHKS Student Surveys on caring adult relationships will increase from 55%-60% <b>(6)</b></li> <li>6. Bi-annual CHKS Student Survey on opportunities for meaningful participation will increase from 27%-32% <b>(6)</b></li> <li>7. Scores on the Facility Inspection Tool (FIT) will maintain a rating of 98% or higher.<b>(1)</b></li> <li>8. Behavioral Support Services contracts will be increased by 3% from the prior year <b>(5,6)</b></li> </ol>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>

<p>1. VCOE will work to increase student engagement, attendance and pro social attitudes by implementing restorative practices such as:</p> <p>a. Alternatives to suspension through the use of Behavioral Health service, Behavioral Plans, community service, and restorative discipline treatment plans.</p> <p>b. Increase service hours provided through health and counseling services contracts by 3% from prior year</p> <p>c. Provide training in restorative discipline practices; trauma informed care; positive behavior supports and alternative means of correcting behavior to 20 additional staff members</p> <p>d. Maintain fulltime position for Restorative Justice Resource Teacher</p>	<p>Gateway, Phoenix</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>a. \$54,000 restricted Title I professional services</p> <p>b. \$1,620 unrestricted professional services</p> <p>c. \$1,200 Unrestricted professional services</p> <p>d. \$105,000 Salary and benefits restricted</p>
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<p>2. VCOE will continue to work to increase School Safety by:</p> <ul style="list-style-type: none"> <li>a. Providing a full time Ventura County Probation Officer at Gateway</li> <li>b. Contract with locally approved vendor for no less than two inspections per month at Gateway and Phoenix</li> <li>c. Bus aides in support of safety at Gateway</li> <li>d. Investing in Professional Development and materials in support CHAMPS Positive Behavioral Supports and NCPI in all VCOE Schools</li> <li>e. Develop and implement a full time Instructional support position for behavioral support at Gateway</li> </ul>	<p>Gateway, Providence, Phoenix and Triton</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<ul style="list-style-type: none"> <li>a. \$100,000 unrestricted professional services</li> <li>b. \$5,000 unrestricted professional services</li> <li>c. \$9,500 unrestricted salaries and benefits</li> <li>d. \$5,000 unrestricted travel and professional services</li> <li>e. \$62,000 unrestricted salaries and benefits</li> </ul>
<p>3. VCOE will continue to maintain counselor positions with a ratio of no more than 150:1 to meet the academic and socio-emotional needs of all students</p> <ul style="list-style-type: none"> <li>a. Maintain full time Counselor at Gateway Community School</li> <li>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</li> </ul>	<p>Gateway, Phoenix and Triton</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<ul style="list-style-type: none"> <li>a. \$136,428 unrestricted salary and benefits</li> <li>b. \$100,773 unrestricted salary and benefits</li> </ul>

<p>4. VCOE will continue to implement an incentive program to increase student engagement and address high rates of absenteeism. The program may include Pro Social activities such as:</p> <ul style="list-style-type: none"> <li>a. Lunch and afterschool activities</li> <li>b. Opportunities for Service Learning and volunteering</li> <li>c. Culturally relevant guest speakers on personal motivation and career readiness</li> <li>d. Field trips to universities, museums and other educational venues</li> <li>e. Purchase of student incentives, awards and materials and supplies to honor student accomplishments</li> <li>f. Instructional materials and technology to support high interest student projects</li> </ul>	<p>All VCOE Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>All of these fund sources will be either Special Education or Title I and will depend on the students receiving the services</p> <ul style="list-style-type: none"> <li>a. \$2,000 restricted supplies</li> <li>b. \$2,000 restricted supplies</li> <li>c. \$2,000 restricted professional services</li> <li>d. \$2,000 restricted contracted services</li> <li>e. \$2,000 restricted supplies</li> <li>f. \$2,000 restricted supplies</li> </ul>
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<p>5. Maintain facilities in good repair.</p> <p>a. Moorpark Phoenix Classroom Renovation</p> <p>b. Penfield Office Entry Renovation</p> <p>c. Phoenix Airport Office Entry Renovation</p> <p>d. Triton Classroom Furnishings</p>	<p>Moorpark, Penfield, Phoenix, Triton</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>a. \$80,000 unrestricted capital outlay</p> <p>b. \$300,000 unrestricted capital outlay</p> <p>c. \$250,000 unrestricted capital outlay</p> <p>d. \$40,000 unrestricted supplies</p>
<p>6. Foster Youth students will continue to be provided counseling and information regarding AB216 and AB490 provisions. Foster Youth will receive priority enrollment in career education classes and supplemental programs.</p>	<p>All VCOE Schools</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Expense included in goal one, action #7</p>
<p>7. Administer California Healthy Kids Survey</p>	<p>All VCOE Schools</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$4,500 restricted professional services</p>
<p><b>LCAP Year 3</b></p>			

<p><b>Expected Annual Measurable Outcomes:</b></p>	<ol style="list-style-type: none"> <li>1. Decrease student disciplinary referrals by 10% from prior year to 1002<b>(6)</b></li> <li>2. Decrease student suspensions by 2% from prior year to 98 <b>(6)</b></li> <li>3. Increase student attendance by 1% from prior year Gateway 77%, Special Ed 90% and Providence will maintain attendance at 98%<b>(5)</b></li> <li>4. Decrease number of chronically absent students by 5% from 65.9% to 60.9% from prior year <b>(5)</b></li> <li>5. Scores on the Facility Inspection Tool (FIT) will maintain a rating of 98% or higher<b>(1)</b></li> <li>6. Behavioral Support Services contracts will be increased by 3% from the prior year <b>(5,6)</b></li> </ol>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>1. VCOE will work to increase student engagement, attendance and pro social attitudes by implementing restorative practices such as:</p> <p>a. Alternatives to suspension through the use of Behavioral Health service, Behavioral Plans, community service, and restorative discipline treatment plans.</p> <p>b. Increase service hours provided through health and counseling services contracts by 3% from prior year</p> <p>c. Provide training in restorative discipline practices; trauma informed care; positive behavior supports and alternative means of correcting behavior to 20 additional staff members</p> <p>d. Maintain fulltime position for Restorative Justice Resource Teacher</p>	<p>Gateway, Phoenix</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>a. \$54,000 restricted Title I professional services</p> <p>b. \$1,620 unrestricted professional services</p> <p>c. \$1,200 Unrestricted professional services</p> <p>d. \$110,000 Salary and benefits restricted</p>

<p>2. VCOE will continue to work to increase School Safety by:</p> <ul style="list-style-type: none"> <li>a. Providing a full time Ventura County Probation Officer at Gateway</li> <li>b. Contract with locally approved vendor for no less than two inspections per month at Gateway and Phoenix</li> <li>c. Bus aides in support of safety at Gateway</li> <li>d. Investing in Professional Development and materials in support CHAMPS Positive Behavioral Supports and NCPI in all VCOE Schools</li> <li>e. Develop and implement a full time Instructional support position for behavioral support at Gateway</li> <li>f. NCPI trainers increased</li> </ul>	<p>Gateway, Providence, Phoenix and Triton</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<ul style="list-style-type: none"> <li>a. \$100,000 unrestricted professional services</li> <li>b. \$5,000 unrestricted professional services</li> <li>c. \$10,000 Unrestricted salaries and benefits</li> <li>d. \$5,000 unrestricted travel and professional services</li> <li>e. \$65,000 unrestricted salaries and benefits</li> </ul>
<p>3. VCOE will continue to maintain counselor positions with a ratio of no more than 150:1 to meet the academic and socio-emotional needs of all students</p> <ul style="list-style-type: none"> <li>a. Maintain full time Counselor at Gateway Community School</li> <li>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</li> </ul>	<p>Gateway, Phoenix and Triton</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<ul style="list-style-type: none"> <li>a. \$140,428 unrestricted salaries and benefits</li> <li>b. \$103,773 unrestricted salaries and benefits</li> </ul>

<p>4. VCOE will continue to implement an incentive program to increase student engagement and address high rates of absenteeism. The program may include Pro Social activities such as:</p> <ul style="list-style-type: none"> <li>a. Snacks and afterschool activities</li> <li>b. Opportunities for Service Learning and volunteering</li> <li>c. Culturally relevant guest speakers on personal motivation and career readiness</li> <li>d. Field trips to universities, museums and other educational venues</li> <li>e. Purchase of student incentives, awards and materials and supplies to honor student accomplishments</li> <li>f. Instructional materials and technology to support high interest student projects</li> </ul>	<p>All VCOE Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>All of these fund sources will be Special Education or Title I and will depend on the students receiving the service</p> <ul style="list-style-type: none"> <li>a. \$2,000 restricted supplies</li> <li>b. \$2,000 restricted supplies</li> <li>c. \$2,000 restricted professional services</li> <li>d. \$2,000 restricted contracted services</li> <li>e. \$2,000 restricted supplies</li> <li>f. \$2,000 restricted supplies</li> </ul>
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<p>5. Maintain facilities in good repair.</p> <p>a. Dwire - classroom modernizations (casework sinks, flooring and wall surfacing)</p> <p>b. Boswell - classroom modernizations (casework sinks, flooring and wall surfacing))</p> <p>c. Penfield - modernization (restrooms/MTU)</p>	<p>Dwire, Boswell, Penfield</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>a. \$200,000 unrestricted capital outlay</p> <p>b. \$200,000 unrestricted capital outlay</p> <p>c. \$150,000 unrestricted capital outlay</p>
<p>6. Foster Youth students will continue to be provided counseling and information regarding AB216 and AB490 provisions. Foster Youth will receive priority enrollment in career education classes and supplemental programs.</p>	<p>All VCOE Schools</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Expense included in goal one, action #7</p>

<b>GOAL:</b>	<p>Goal #3</p> <p>VCOE will increase collaborative partnerships with parents, community members, and county service providers to support student success</p>	<p>Related State and/or Local Priorities: X                  1 _2 X 3 X 4 _5 X 6 X 7 X 8 COE                  only: X 9 X 10 Local: N/A</p>		
<b>Identified Need:</b>	<p>Parent involvement is low as evidenced in low numbers of parents attending committee meetings and other planning events. Traditional approaches have not proven sufficient at Gateway School</p> <p>Consistent with the effort to increase student engagement and career readiness, Mentoring and related support opportunities for students are too infrequent and new partnerships need to be developed</p> <p>Site staff feedback strongly suggests that the services provided by VC Behavioral Health and other Community based agencies has been extremely valuable and need to be increased.</p> <p>Student and parental knowledge of programs and services has not been consistently assessed or acted upon</p> <p>Stakeholder engagement provided strong feedback that the relationship among local school districts and public agencies supporting the Student Attendance Review Board (SARB) process needs to be strengthened and roles more clearly defined</p>			
<b>Goal Applies to:</b>	<b>Schools:</b>	<p>All VCOE Schools</p> <p>Grades: All</p>		
	<b>Applicable Pupil Subgroups:</b>	All		
<b>LCAP Year 1</b>				
<b>Expected Annual Measurable Outcomes:</b>	<ol style="list-style-type: none"> <li>1. Maintain parent involvement in English Learner Parent Advisory Committee at a minimum of 6 parent representatives as identified through sign-in sheets <b>(3)</b></li> <li>2. Maintain parent involvement in School Site Councils at a minimum of 6 parent representatives as identified through sign-in sheets <b>(3)</b></li> <li>3. Increase number of school/community sponsored activities and level of services for students and parents by 5% from prior year <b>(3,6,10)</b></li> <li>4. Increase Behavioral Health Services on the Gateway Campus by 2% from prior year <b>(6,10)</b></li> <li>5. There will be a 2% increase in LCAP survey respondent's parents from the prior year.<b>(3)</b></li> </ol>			
	<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>

<p>1. Enhanced outreach to parents through:</p> <p>a. Automated call out system, communication home in English and Spanish.</p> <p>b. Maintain translation services and implementation of enhanced outreach including teleconferencing and holding parent meetings out in the communities we serve.</p> <p>c. Increased Web presence and Social Media presence highlighting VCOE school events and programs</p>	<p>All VCOE Schools</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>a. \$27,000 unrestricted salaries and benefits (Admin Dean .25 FTE)</p> <p>b. \$5,000 restricted Title I professional services</p> <p>c. \$10,000 unrestricted salaries and benefits</p>
<p>2. Resources for school functions will be enhanced to include transportation, family service classes, and refreshments</p>	<p>Gateway</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$5,000 unrestricted services</p>

<p>3. VCOE will provide support services aimed at increasing parental involvement including:</p> <p>a. Bilingual parenting classes, planning meetings and translation services will be provided at all Open House, Back to school night, and other special occasions and events.</p> <p>b. Students in need of individual and family services will be identified by the counseling staff and prioritized for access to community services on campus during, and after school.</p> <p>c. Referrals will be made to appropriate community based agencies in support of students and families on an as needed basis.</p>	<p>All VCOE Schools</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>a.\$5,000 unrestricted salaries and benefits</p> <p>b.\$2,000 unrestricted salaries and benefits</p> <p>c.\$2,000 unrestricted salaries and benefits</p>
<p>4. Collaboration will be strengthened through participation in collaborative meetings with Community-Based Agencies, Ventura County Behavioral Health, and Ventura County Probation Department</p> <p>a. Maintain VCOE attendance and participation with community service organizations and social services</p> <p>b. Implement oversight and monitoring plan for AB2276 transition services</p>	<p>All VCOE Schools</p> <p>Grades: All</p>	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>a. \$2,000 restricted Title I supplies and travel</p> <p>b. No additional Costs, this is included as part of staff duties</p>

**LCAP Year 2**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<ol style="list-style-type: none"> <li>Maintain parent involvement in English Learner Parent Advisory Committee at a minimum of 6 parent representatives as identified through sign-in sheets <b>(3)</b></li> <li>Maintain parent involvement in School Site Councils at a minimum of 6 parent representatives as identified through sign-in sheets <b>(3)</b></li> <li>Increase number of school/community sponsored activities and level of services for students and parents by 5% from prior year <b>(3,6,10)</b></li> <li>Increase Behavioral Health Services on the Gateway Campus by 2% from prior year <b>(6,10)</b></li> <li>There will be a 2% increase in LCAP survey respondent's parents from the prior year <b>(3)</b></li> </ol>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. VCOE will continue to enhance outreach to parents through:</p> <p>a. Automated call out system, communication home in English and Spanish</p> <p>b. Maintain translation services and implementation of enhanced outreach including teleconferencing and holding parent meetings out in the communities we serve.</p> <p>c. Increased Web presence and Social Media presence highlighting VCOE school events and programs</p>	<p>All VCOE Schools</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>a. \$29,000 unrestricted salaries and benefits for Admin. Dean .25 FTE</p> <p>b. \$5,000 restricted Title I professional services</p> <p>c. \$12,000 unrestricted salaries and benefits</p>
<p>2. Resources for school functions will continue to be enhanced to include transportation, family service classes, and refreshments</p>	<p>Gateway</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$5,000 unrestricted supplies</p>

<p>3. VCOE will continue to provide support services aimed at increasing parental involvement including:</p> <p>a. Bilingual parenting classes, planning meetings and translation services will be provided at all Open House, Back to school night, and other special occasions and events.</p> <p>b. Students in need of individual and family services will be identified by the counseling staff, and prioritized for access to community services on campus, during, and after school.</p> <p>c. Referrals will be made to appropriate community based agencies in support of students and families on an as needed basis.</p>	<p>All VCOE Schools</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>a. \$5,000 unrestricted salary and benefits</p> <p>b. \$2,000 unrestricted salary and benefits</p> <p>c. \$2,000 unrestricted salary and benefits</p>
<p>4. Collaboration will continue to be strengthened through participation in collaborative meetings with Community-Based Agencies, Ventura County Behavioral Health, and Ventura County Probation Department</p> <p>a. Maintain VCOE attendance and participation with community service organizations and social services</p> <p>b. Implement oversight and monitoring plan for AB2276 transition services</p>	<p>All VCOE Schools</p> <p>Grades: All</p>	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>a. \$2,000 restricted Title I supplies and travel</p> <p>b. No additional costs, this is included as part of staff duties</p>

**LCAP Year 3**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<ol style="list-style-type: none"> <li>Maintain parent involvement in English Learner Parent Advisory Committee at a minimum of 6 parent representatives as identified through sign-in sheets <b>(3)</b></li> <li>Maintain parent involvement in School Site Councils at a minimum of 6 parent representatives as identified through sign-in sheets <b>(3)</b></li> <li>Increase number of school/community sponsored activities and level of services for students and parents by 5% from prior year <b>(3,6,10)</b></li> <li>Increase Behavioral Health Services on the Gateway Campus by 2% from prior year <b>(6,10)</b></li> <li>There will be a 2% increase in LCAP survey respondent's parents from the prior year <b>(3)</b></li> </ol>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. VCOE will continue to enhance outreach to parents through:</p> <p>a. Automated call out system, communication home in English and Spanish</p> <p>b. Maintain translation services and implementation of enhanced outreach including teleconferencing and holding parent meetings out in the communities we serve.</p> <p>c. Increased Web presence and Social Media presence highlighting VCOE school events and programs</p>	<p>All VCOE Schools</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>a. \$29,000 unrestricted salaries and benefits for Admin. Dean .25 FTE</p> <p>b. \$5,000 restricted Title I professional services</p> <p>c. \$14,000 unrestricted salaries and benefits</p>
<p>2. Resources for school functions will continue to be enhanced to include transportation, family service classes, and refreshments</p>	<p>Gateway</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>\$5,000 unrestricted supplies</p>

<p>3. VCOE will continue to provide support services aimed at increasing parental involvement including:</p> <p>a. Bilingual parenting classes, planning meetings and translation services will be provided at all Open House, Back to school night, and other special occasions and events.</p> <p>b. Students in need of individual and family services will be identified by the counseling staff, and prioritized for access to community services on campus, during, and after school.</p> <p>c. Referrals will be made to appropriate community based agencies in support of students and families on an as needed basis.</p>	<p>All VCOE Schools</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>a. \$5,000 unrestricted salaries and benefits</p> <p>b. \$2,000 unrestricted salaries and benefits</p> <p>c. \$2,000 unrestricted salaries and benefits</p>
<p>4. Collaboration will continue to be strengthened through participation in collaborative meetings with Community-Based Agencies, Ventura County Behavioral Health, and Ventura County Probation Department</p> <p>a. Maintain VCOE attendance and participation with community service organizations and social services</p> <p>b. Implement oversight and monitoring plan for AB 2276 transition services</p>	<p>All VCOE Schools</p> <p>Grades: All</p>	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>a. \$2,000 restricted Title I supplies and travel</p> <p>b. No additional Costs, this is included as part of staff duties</p>

<b>GOAL:</b>	<p>Goal # 4</p> <p>VCOE will provide Ventura County expelled youth, a rigorous academic environment, while providing rehabilitation services and social-emotional support</p>	<p>Related State and/or Local Priorities: X          1 X 2 _3 _4 X 5 X 6 X 7 _8 COE          only: X 9 _10 Local: N/A</p>
<b>Identified Need:</b>	<p>Stakeholder feedback suggested that VCOE needs to increase collaboration with the 20 school districts in order to ensure expelled students are admitted quickly, served appropriately and are well prepared to return to district.</p> <p>Community partnerships and involvement are currently too infrequent to serve the numerous and varied needs of expelled students</p> <p>Skills tests, grades and teacher feedback all evidence that the academic achievement for expelled students traditionally demonstrates a need for skills improvement and credit recovery options.</p> <p>Too many expelled students end up representing failed placements, defined as those who drop out or return to district after failing to remediate credits There were 10 failed placements in 2015-16.</p>	
<b>Goal Applies to:</b>	<p><b>Schools:</b> All schools in Ventura County districts</p> <p><b>Grades:</b> All</p>	<p><b>Applicable Pupil Subgroups:</b> Other (Expelled Youth)</p>
<b>LCAP Year 1</b>		
<b>Expected Annual Measurable Outcomes:</b>	<ol style="list-style-type: none"> <li>1. 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)</li> <li>2. In order to increase attendance at Gateway Community School 100% of expelled youth will be provided transportation to and from home (1,5,8,9)</li> <li>3. Socio-Emotional and rehabilitative Counseling Services provided to expelled youth through community based agencies will be increased by 2% from prior year (5,6,9)</li> <li>4. 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 post tests, and progress towards yearly IEP goals.(1,8,9)</li> </ol>	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Social-emotional and rehabilitative Counseling Services will be provided to expelled students as appropriate. Counseling services contracts will be increased as needed.</p>	<p>Gateway Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Expelled Youth)</p>	<p>No additional costs- expenditures in goal #2 action 1</p>
<p>2. Transportation will be provided to all expelled students attending Gateway Community School.</p>	<p>Gateway Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Expelled Youth)</p>	<p>\$170,000 unrestricted professional services</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 AB2276</p>	<p>Gateway and Providence Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Expelled youth)</p>	<p>\$80,000 unrestricted salaries and benefits</p>

<p>4. Actions and services detailed in Goal 1, actions 3 and 4, will be used to support annual measurable outcome number 5 and 6 above for expelled youth.</p>	<p>Gateway Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Expelled youth)</p>	<p>See Goal 1, actions 3,4</p>
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**LCAP Year 2**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<ol style="list-style-type: none"> <li>1. 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. <b>(5,8,9)</b></li> <li>2. In order to increase attendance at Gateway Community School 100% of expelled youth will be provided transportation to and from home <b>(1,5,8,9)</b></li> <li>3. Socio-Emotional and rehabilitative Counseling Services provided to expelled youth through community based agencies will be increased by 2% from prior year <b>(5,6,9)</b></li> <li>4. 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 post tests, and progress towards yearly IEP goals. <b>(1,8,9)</b></li> </ol>
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<p align="center"><b>Actions/Services</b></p>	<p align="center"><b>Scope of Service</b></p>	<p align="center"><b>Pupils to be served within identified scope of service</b></p>	<p align="center"><b>Budgeted Expenditures</b></p>
<p>1. Social-emotional and rehabilitative Counseling Services will be provided to expelled students as appropriate. Counseling services contracts will be increased as needed.</p>	<p>Gateway Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Expelled Youth)</p>	<p>1. No Additional costs- expenditures in Goal #2 Action Service 1</p>

<p>2. Transportation will be provided to all expelled students attending Gateway Community School.</p>	<p>Gateway Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other (Expelled Youth)</p>	<p>\$175,000 unrestricted professional services</p>
<p>3. VCOE will continue to 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 AB2276</p>	<p>Gateway and Providence Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other (Expelled youth)</p>	<p>\$85,000 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 Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other (Expelled youth)</p>	<p>See Goal 1, actions 3,4</p>
<p><b>LCAP Year 3</b></p>			
<p><b>Expected Annual Measurable Outcomes:</b></p>	<ol style="list-style-type: none"> <li>1. 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.<b>(5,8,9)</b></li> <li>2. In order to increase attendance at Gateway Community School 100% of expelled youth will be provided transportation to and from home <b>(1,5,8,9)</b></li> <li>3. Socio-Emotional and rehabilitative Counseling Services provided to expelled youth through community based agencies will be increased by 2% from prior year <b>(5,6,9)</b></li> <li>4. 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 post tests, and progress towards yearly IEP goals.<b>(1,8,9)</b></li> </ol>		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Social-emotional and rehabilitative Counseling Services will be provided to expelled students as appropriate. Counseling services contracts will be increased as needed.</p>	<p>Gateway Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Expelled Youth)</p>	<p>1. No Additional costs- expenditures in Goal #2 Action Service 1</p>
<p>2. Transportation will be provided to all expelled students attending Gateway Community School.</p>	<p>Gateway Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Expelled Youth)</p>	<p>\$180,000 unrestricted professional services</p>
<p>3. VCOE will continue to 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 and Providence Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Expelled youth)</p>	<p>\$90,000 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 Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Expelled youth)</p>	<p>See Goal 1, actions 3,4</p>
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<b>GOAL:</b>	<p>Goal # 5</p> <p>VCOE will provide Ventura County Foster Youth with access to stable school environments and accessible academic programs/and social emotional support or trauma informed care</p>	<p>Related State and/or Local Priorities:          _1 _2 _3 _4 X 5 _6 _7 X 8 COE          only: _9 X 10 Local: N/A</p>
<b>Identified Need:</b>	<p>Stakeholder engagement feedback including from the VC Human Services Agency has evidenced that continued sharing of data among local agencies is critical to supporting foster youth in Ventura County.</p> <p>Determining the exact rate of school transfers for foster youth has proven difficult given the numerous student information systems in use by local school districts</p> <p>Stakeholder input evidences that there may still be students who do not graduate because they lack access to district-approved AB216 graduation and partial credit policies</p> <p>Staff feedback suggests that there is an ongoing need to provide professional development to VCOE staff on Trauma Informed Care to better highlight issues and challenges facing VCOE Foster Youth students</p> <p>Based on new legislation and community dynamics, there is a need to develop a plan to transport Foster Youth to their school of residence in a consistent manner.</p>	
<b>Goal Applies to:</b>	<p><b>Schools:</b></p> <p>All schools in Ventura County districts</p> <p>Grades: All</p>	
	<p><b>Applicable Pupil Subgroups:</b></p>	<p>Foster Youth</p>
<p><b>LCAP Year 1</b></p>		

<b>Expected Annual Measurable Outcomes:</b>	<ol style="list-style-type: none"> <li>1. VCOE will continue to facilitate Foster Focus Data sharing system which will be accessible to 100% of all LEAs serving Foster Youth <b>(10)</b></li> <li>2. Foster Youth Coordinator will continue to facilitate County Wide Meetings with School Districts to increase Collaboration and Coordinate services <b>(10)</b></li> <li>3. Foster Youth Coordinator will continue to provide targeted and direct services to Foster Youth in Ventura County <b>(10)</b></li> <li>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. <b>(4,5,10)</b></li> <li>5. Foster youth students transfer rate will decrease by 2% from prior year <b>(8,10)</b></li> <li>6. A plan will be developed in collaboration with local school districts to transport Foster Youth to their school of residence <b>(10)</b></li> </ol>
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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  Grades: All	_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Expense included in goal 1 action #15

<p>2. 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 supplies and copies for meetings</p> <p>d. Facilitating relevant professional development such as trauma informed care</p>	<p>All Schools and Sites in VC</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>a. \$500 restricted state funds, travel</p> <p>b. \$500 restricted state funds, travel</p> <p>c. \$500 restricted state funds, supplies</p> <p>d. \$2,000 restricted state funds, travel and professional services</p>
<p>3. VCOE will work collaboratively with local school districts to implement the plan developed in the prior year to transport Foster Youth to their respective schools of origin in a more consistent manner.</p>	<p>All Schools and Districts within Ventura County serving Foster Youth</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>\$2,000 - restricted state funds, supplies</p>
<p><b>LCAP Year 2</b></p>			

<p><b>Expected Annual Measurable Outcomes:</b></p>	<ol style="list-style-type: none"> <li>1. VCOE will continue to facilitate Foster Focus Data sharing system which will be accessible to 100% of all LEAs serving Foster Youth <b>(10)</b></li> <li>2. Foster Youth Coordinator will continue to facilitate County Wide Meetings with School Districts to increase Collaboration and Coordinate services <b>(10)</b></li> <li>3. Foster Youth Coordinator will continue to provide targeted and direct services to Foster Youth in Ventura County <b>(10)</b></li> <li>4. 100% of Foster youth who qualify will continue to have access to district approved AB216 graduation and partial credit policies and provisions, including the ability to graduate with 130 credits.<b>(4,5,10)</b></li> <li>5. Foster youth students transfer rate will decrease by 2% from prior year <b>(8,10)</b></li> <li>6. A plan will be developed in collaboration with local school districts to transport Foster Youth to their school of residence <b>(10)</b></li> </ol>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<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  Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Expense included in goal 1 action #15</p>
<p>2. VCOE will continue to increase communication and collaboration through:</p> <ol style="list-style-type: none"> <li>a. VCOE school representation at the County quarterly foster youth meetings</li> <li>b. Facilitation of county-wide Foster Youth Meetings provided for all VC LEA's</li> <li>c. Provide supplies and copies</li> <li>d. Facilitating relevant professional development such as trauma informed care</li> </ol>	<p>All Schools and Sites in VC  Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>a. \$500 restricted state funds, travel b. \$500 restricted state funds, travel c. \$500 restricted state funds, supplies d. \$2,000 restricted state funds, travel and professional services</p>

<p>3. VCOE will work collaboratively with local school districts to develop a plan to transport Foster Youth to their respective schools of origin in a more consistent manner.</p>	<p>All Schools and Districts within VC that serve Foster Youth  Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$2,000 restricted state funds, supplies</p>
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**LCAP Year 3**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<ol style="list-style-type: none"> <li>1. VCOE will continue to facilitate Foster Focus Data sharing system which will be accessible to 100% of all LEAs serving Foster Youth <b>(10)</b></li> <li>2. Foster Youth Coordinator will continue to facilitate County Wide Meetings with School Districts to increase Collaboration and Coordinate services <b>(10)</b></li> <li>3. Foster Youth Coordinator will continue to provide targeted and direct services to Foster Youth in Ventura County<b>(10)</b></li> <li>4. 100% of Foster youth who qualify will continue to have access to district approved AB216 graduation and partial credit policies and provisions, including the ability to graduate with 130 credits. <b>(4,5,10)</b></li> <li>5. Foster youth students transfer rate will decrease by 2% from prior year <b>(8,10)</b></li> <li>6. A plan will be developed in collaboration with local school districts to transport Foster Youth to their school of residence <b>(10)</b></li> </ol>
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<p align="center"><b>Actions/Services</b></p>	<p align="center"><b>Scope of Service</b></p>	<p align="center"><b>Pupils to be served within identified scope of service</b></p>	<p align="center"><b>Budgeted Expenditures</b></p>
<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  Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Expense included in goal 1 action #15</p>

<p>2. VCOE will continue to increase 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 supplies and copies</p> <p>d. Facilitating relevant professional development such as trauma informed care</p>	<p>All Schools and Sites in VC</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>a. \$500 restricted state funds, travel</p> <p>b. \$500 restricted state funds, travel</p> <p>c. \$500 restricted state funds, supplies</p> <p>d. \$2,000 restricted state funds, travel and professional services</p>
<p>3. VCOE will work collaboratively with local school districts to evaluate the implementation of the plan to transport Foster Youth to their respective schools of origin in a consistent manner, and revise as necessary</p>	<p>All Schools and Districts within VC that serve Foster Youth</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>\$2,000 restricted state funds, supplies</p>

### 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?

<b>Original Goal from prior year LCAP:</b>	Goal # 1 Student achievement will increase in all academic areas impacted by VCOE programs.	Related State and/or Local Priorities: X 1 X 2 _3 X 4 X 5 _6 X 7 X 8 COE only: X 9 X 10 Local:	
Goal Applies to:	Schools: All VCOE Schools Grades: All		
Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	1. Maintain: 100% of teachers appropriately credentialed in the courses they teach and considered highly qualified as defined in NCLB guidelines <b>(1)</b> 2. 100% of students will continue to have access	Actual Annual Measurable Outcomes:	1. VCOE Maintained 100% of teachers appropriately credentialed in the courses they teach and considered highly qualified as defined in NCLB guidelines <b>(1) - Outcome Met</b>

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|  | <p>to standards-aligned instructional materials <b>(1,2)</b></p> <ol style="list-style-type: none"> <li>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. <b>(4,8)</b></li> <li>4. Number of students passing the CAHSEE will increase by 2% from prior year <b>(8)</b></li> <li>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 <b>(5,8)</b></li> <li>6. 50% of students at Gateway School will complete a Career and Technical Education Course <b>(4,7,8,10)</b></li> <li>7. Phoenix and Triton will have a minimum of 1 student each participate in Career Education courses as is appropriate given IEP goals <b>(4,7,8,10)</b></li> <li>8. 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.<b>(2)</b></li> <li>9. Local formative assessments and IEP goals aligned to the (California Standards) will continue to be developed and implemented in science <b>(1,5)</b></li> <li>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 <b>(1,5)</b></li> <li>11. The implementation of one-to-one technology will reach 10% of classrooms.<b>(1,5)</b></li> <li>12. Baseline Passing rate will be established for the HiSET (High School Equivalency Exam)</li> </ol> | <ol style="list-style-type: none"> <li>2. VCOE was able to ensure that 100% of students continued to have access to standards-aligned instructional materials <b>(1,2)</b> - <b>Outcome Met</b></li> <li>3. Student performance increased in reading by 5% and math by 3% as measured by STAR Reading and Math pre and post assessment. For students in special education, increases in student achievement in reading and math were assessed through pre and post-tests, and progress was made towards yearly individualized IEP goals. <b>(4,8)</b> - <b>Outcome Met</b></li> <li>4. As a result of the State's decision to suspend administration of the CAHSEE, VCOE was not able to work to increase the Number of students passing the CAHSEE by 2% from prior year <b>(8)</b> - <b>Outcome Discontinued</b></li> <li>5. Percentage of failed placements defined as dropouts or students who return to district after failing to remediate credits decreased from 11 to 10. <b>(5,8)</b> - <b>Outcome Met</b></li> <li>6. Approximately 55% of Gateway students completed a CTE course<b>(4,7,8,10)</b> - <b>Outcome Met</b></li> <li>7. Phoenix had 14 students and Triton had 6 students participate in Career Education courses <b>(4,7,8,10)</b> - <b>Outcome Met</b></li> <li>8. 100% of English Language Arts, and mathematics, course offerings are aligned to the California Standards. Science courses are currently under review for alignment with the Next Generation Science Standards. Modifications were made when necessary to meet the individual needs of students in special education.<b>(2)</b> - <b>Outcome Met</b></li> <li>9. Formative assessments and IEP goals aligned to the (California Standards) were developed and implemented in science <b>(1,5)</b> - <b>Outcome Met</b></li> <li>10. No fewer than 10 teachers received professional development in order to improve instruction by infusing instructional technology</li> </ol> |
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	<p>which will be in its first year of implementation <b>(8)</b></p>		<p>into the classroom thereby increasing engagement and accessibility of the California Standards <b>(1,5) - Outcome Met</b></p> <p>11. The goal of implementating one-to-one technology is changed to reflect the individual capacity and abilities of our students. The focus was changed to reflect installing appropriate technology in all classrooms. <b>(1,5) - Outcome not met due to revised focus for technology implementation.</b></p> <p>12. Baseline Passing rate was established for the HiSET (High School Equivalency Exam) following its first year of implementation <b>(8). The baseline passing rate is 79% pass. - Outcome Met</b></p>
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**LCAP Year: 2015-16**

<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>			
		<b>Budgeted Expenditures</b>			<b>Estimated Actual Annual Expenditures</b>
<p>1. Student Services and Special Education administration will meet no less than monthly to monitor staffing pattern needs and recruitment and corresponding credentialing needs</p>		<p>No additional costs</p>	<p>1. Student Services and Special Education administration met no less than monthly to monitor staffing pattern needs and recruitment and corresponding credentialing needs - <b>Outcome Met</b></p>		<p>No additional costs</p>
<b>Scope of service:</b>	<p>All VCOE Schools</p> <p>Grades: All</p>		<b>Scope of service:</b>	<p>All VCOE Schools</p> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		

<p>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.</p>		<p>\$2,000 unrestricted software licensing budget</p>	<p>2. VCOE implemented EADMS CCSS Assessment Resource including formative item bank along with pre-build tests and benchmark assessments. All appropriate training was provided to administrative team and school psychologists. - <b>Outcome Met</b></p>	<p>\$4,273 unrestricted software license / professional services</p>
<p><b>Scope of service:</b></p>	<p>All VCOE Schools Grades: All</p>		<p>Scope of service:</p>	<p>All VCOE Schools Grades: All</p>
<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	
<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  a. Implement CAHSEE on Target and Shmoop intervention curriculum for all eligible students</p>		<p>\$1,000 Unrestricted supplies and instructional materials general fund budget</p>	<p>3. Due to the State's decision to suspend implementation of the CAHSEE requirement VCOE did not move forward with this action. - <b>Outcome discontinued</b></p>	<p>None</p>
<p><b>Scope of service:</b></p>	<p>Gateway Community School Grades: All</p>		<p>Scope of service:</p>	<p>None Grades: All</p>

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
4. After School Tutorial for CAHSEE intervention will be provided and participation encouraged by providing program incentives including transportation.		\$10,000  Unrestricted supplies and instructional materials general fund budget	4. Due to the State's decision to suspend implementation of the CAHSEE requirement VCOE did not move forward with this action. - <b>Outcome discontinued</b>		None
<b>Scope of service:</b>	Gateway Community School  Grades: All		Scope of service:	None  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

<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> <ul style="list-style-type: none"> <li>Technology upgrade, including implementation of one-to-one tablet technology for 10% of all classrooms.</li> </ul>		<p>\$20,000</p> <p>Unrestricted sinstructional materials budget</p>	<p>5. Appropriate educational technology has been implemented in approximately 70% of VCOE classrooms. 12 additional interactive whiteboards in Special Education classrooms were purchased in 15/16. All classrooms have minimum 2 ipads. Every classroom has between 2 and 4 computers for student use. Court &amp; Community schools has a designated testing center lab with sufficient workstations. As noted in other actions and services, the 1 to 1 technology approach has been altered to reflect outfitting all classrooms withthe technology appropriate to the students we serve. - <b>Outcome Met</b></p>	<p>unrestricted capital outlay / supplies \$60,268</p>
<p><b>Scope of service:</b></p>	<p>All VCOE schools</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>All VCOE Schools</p> <p>Grades: All</p>
<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</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 their individual needs for special education students</p>		<p>\$20,000</p> <p>Unrestricted Instructional Materials Budget</p>	<p>6. VCOE Teachers and administration collaborated to select and pilot standards aligned curriculum and supplemental instructional materials to the CCSS as planned. <i>Unique</i> curriculum; Character Based Literacy Program were purchased and implemented as a result. Trainings were provided to staff to support California Alternative Assessment (Cal-Alt). Graphing calculators with smart view teacher pack purchased for pilot high school math special education and courts/community classrooms. - <b>Outcome Met</b></p>	<p>Restricted supplies \$32,604</p>

<b>Scope of service:</b>	All VCOE Schools Grades: All		Scope of service:	All VCOE Schools Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
7. Student Services administration will conduct assessments of all course descriptions and revise as necessary		No Additional Costs	7. Course descriptions updated to reflect CCSS across all grade levels and subjects. Teacher and administrator are part of the VCOE STEM task force - <b>Outcome Met</b>		None
<b>Scope of service:</b>	All VCOE Schools Grades: All		Scope of service:	None Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

<p>8. High School Equivalency Test Preparation and Administration</p> <ul style="list-style-type: none"> <li>Maintain sufficient staffing to administer GED/HiSET</li> <li>Test preparation materials provided to students and provide staff training</li> </ul>		<p>\$30,000 Unrestricted salaries and benefits/Instructional Materials</p>	<p>8. VCOE maintained staffing to administer the GED and HiSet and provided test prep materials to all students who needed to take such tests. In addition, VCOE administered these exams on sites where the need exists and at a central location on at least a monthly basis - <b>Outcome Met</b></p>	<p>\$37,178 unrestricted salary / benefits  \$3,762 unrestricted staff training  \$2,096 unrestricted testing fees</p>
<p><b>Scope of service:</b></p>	<p>All VCOE Schools  Grades: All</p>		<p>Scope of service:</p>	<p>All VCOE Schools  Grades: All</p>
<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	
<p>9. Priority access to accelerated course work and college and career planning.</p> <ul style="list-style-type: none"> <li>Counselor will meet with no less than 75% of LI students for college and career planning expense represents 12% of Counselor FTE</li> </ul>		<p>\$12,600 restricted federal Medi-Cal salaries and benefits budget</p>	<p>9. Counselor met with more than 80% of the students regarding college and career planning. For career interest and planning purposes, Gateway students went on field trips to area community colleges and all students got a tour of the Ventura County Career Education Center to become familiar with course offerings. Counselor assisted all interested student with filling out the FAFSA applications, and enrollment in community colleges for all students expressing this need. - <b>Outcome Met</b></p>	<p>\$15,673 restricted salaries and benefits</p>

<b>Scope of service:</b>	Gateway Grades: All		<b>Scope of service:</b>	Gateway Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
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		\$35,000 federal restricted professional services	10. Due to the State's decision to suspend the CAHSEE, this service was discontinued and will be reconfigured in next year's LCAP. - <b>Outcome discontinued</b>		None
<b>Scope of service:</b>	Gateway Grades: All		<b>Scope of service:</b>	None Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

<p>11. Career and Technical Education Course enrollment and support</p> <ul style="list-style-type: none"> <li>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</li> </ul>		<p>\$7,500 Unrestricted Salaries and benefits budget</p>	<p>11. Triton Academy has 1 full time CEC student and 5 students attending the survey class; Phoenix schools had 8 students attending the first semester CEC Survey course and one full time student. Currently there are 5 Phoenix students attending the CEC. Eight Boswell school and one Ojai Teams students are attending Ventura College; three ACCESS students are attending Moorpark College; one student identified as Foster Youth.</p> <p>Approximately 60% Gateway students participated in CTE in each quarter. - <b>Outcome Met</b></p>	<p>\$7,500 unrestricted salaries and benefits</p>
<p><b>Scope of service:</b></p>	<p>Gateway, Providence, Phoenix, Triton, Career Education Center</p> <p>Grades: All</p>		<p>Scope of service:</p> <p>Gateway, Providence, Phoenix, Triton, Career Education Center</p> <p>Grades: All</p>	
<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other</p>			<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other</p>	
<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> <ul style="list-style-type: none"> <li>Purchase additional supplementary materials for APEX coursework and consumable instructional materials as needed</li> </ul>		<p>\$2,500 professional development restricted Federal budget</p>	<p>12. EL students have used (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. VCOE purchased additional supplementary materials to support online learning and credit recovery options as needed per the plan.- <b>Outcome Met</b></p>	<p>\$3027 professional development unrestricted</p>

<b>Scope of service:</b>	All VCOE Schools Grades: All		<b>Scope of service:</b>	All VCOE Schools Grades: All	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other		
13. Professional Development in English Language Development (ELD) Standards and ELD Teaching Strategies <ul style="list-style-type: none"> <li>20 Teachers will receive refresher training and teacher reference materials in the English Language Development (ELD) Standards and ELD Teaching Strategies</li> </ul>		\$8,800 restricted professional development	13. Twenty-one (21) teachers received training on lesson designs and teaching strategies for the implementation of the new State Standards and ELD standards. The professional development included classroom observations, feedback, and discussion. Administrators attended "Leading the Implementation of California ELA/Integrated ELD CCSS Unit Design" training with curriculum and instruction content specialists. Two (2) teachers completed the LAD certification process. Seven (7) teacher candidates are enrolled and anticipate completion in 2017. - <b>Outcome Met</b>	\$8,817 restricted professional development	
<b>Scope of service:</b>	All VCOE Schools Grades: All		<b>Scope of service:</b>	All VCOE Schools Grades: All	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other		

<p>14. Implementation of technology in the classrooms</p> <ul style="list-style-type: none"> <li>Priority will be given to EL, RFEP students for one-on-one technology purchase of approximately 20 tablets</li> </ul>		<p>\$10,000 Unrestricted supplies budget</p>	<p>19 tablets were purchase to serve students in the targeted sub-groups but were not used on a 1 to 1 basis consistent with a change in the approach VCOE used in technology implementation. All Students PK - Post Secondary are provided access to on-line books accessible from school and home that can be modified including reading along with highlight, audio, enlarged through TumbleBook and books aligned to the CCSS are identified. Many books are available in Spanish and French. All Students and Staff PK-Post Secondary access "Learn 360" including eBook collections, streaming video, eLearning modules including second language modules, for core subject area. All Special education and Courts/Community Teachers attended Math and ELA Technology Integration Training provided by CI Content specialists in ELA, Math, Social Studies and Technology. 19 Special Education Teachers were trained in "Learn 360, "SharePoint," "iPad Basics." - <b>Outcome Partially Met</b></p>	<p>\$6,606 restricted supplies</p>	
<p><b>Scope of service:</b></p>	<p>All VCOE Schools  Grades: All</p>		<p>Scope of service:</p>	<p>All VCOE Schools  Grades: All</p>	
<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other</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> <ul style="list-style-type: none"> <li>• Purchase additional supporting or replacement curriculum for or Milestones / Additional Professional development</li> </ul>		<p>\$2,000 Unrestricted supplies and services budget</p>	<p>15. Designated EL support has been provided as planned and ongoing professional development including content specialist support in the form of peer coaching, classroom observations, feedback on instructional strategies and recommendations for next steps. - <b>Outcome Met</b></p>	<p>\$8,817 restricted professional development</p>
<p><b>Scope of service:</b></p>	<p>All VCOE Schools Grades: All</p>		<p>Scope of service: Gateway Grades: All</p>	
<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>16. Additional training will be provided in IEP writing to incorporate appropriate academic goals.</p>		<p>\$3,000 unrestricted professional development</p>	<p>16. Nineteen (19) Special Education Teachers were trained in “Learn 360, “SharePoint,” “iPad Basics.” Fifty-three (53) moderate/severe special education teachers attended training on CCSS for mathematics including math practices and developing IEP goals aligned to the CCSS. - <b>Outcome Met</b></p>	<p>\$3,000 restricted professional development</p>
<p><b>Scope of service:</b></p>	<p>All VCOE Schools Grades: All</p>		<p>Scope of service: All VCOE Schools Grades: All</p>	

_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other (Special Education)			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
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. <ul style="list-style-type: none"> <li>Maintain staffing of Foster Youth Liaison Support Position</li> </ul>		\$128,000 State restricted salary and benefits	17. VCOE maintained staffing of a fulltime foster youth liaison and ensured student files, records and transcripts followed the students from school to school, and ensured the students were enrolled in the correct academic subjects. This liaison worked to ensure that students who were qualified under AB216 requirements were able to graduate with 130 credits. <ul style="list-style-type: none"> <li>Maintained staffing of Foster Youth Liaison Support Position - <b>Outcome Met</b></li> </ul>		\$133,000 state restricted salary and benefits
<b>Scope of service:</b>	All VCOE Schools  Grades: All		Scope of service:	All VCOE, District and Charter Schools  Grades: All	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other		

18. Implementation of Extended School Year (ESY) school program		\$18,268 unrestricted salary and benefits	18. Extended school year was provided to all VCOE Special Education students with IEP's reflecting this need. In addition, extended school year was provided to students in the recovery program at Gateway School. - <b>Outcome Met</b>	Recovery Program \$33,000 unrestricted salary and benefits  Special Education \$34,899 restricted salary and benefits
<b>Scope of service:</b>	Gateway  Grades: All		<b>Scope of service:</b>  Gateway and all VCOE operated Special Education sites with students needing extended school-year services. Actual expenditures exceeded budgeted amount due to transportation being provided and including the special education sites who participated in ESY.  Grades: All	
X All  ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All  ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
<b>What changes in actions, servcves, and expenditures</b>		1. VCOE's efforts to monitor staffing resulted in its ability to continue to ensure that 100% of teachers are appropriately credentialed in the courses they teach and considered highly qualified as defined in NCLB guidelines. This process will continue in future years but NCLB HQT requirements have been suspended and therefore focus will shift to ensuring no mis-assignments occur. <b>(1)</b> 2. VCOE's work reviewing current and piloting new instructional materials has ensured that 100% of students will continue to have access to standards-aligned instructional materials. This effort will emphasize EL materials in 2016-17 and Science and Social Science in the following years. <b>(1,2)</b> 3. Student performance will continue to be measured in STAR Reading and Math through pre and post test		

- 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. As a result of the State's decision to suspend administration of the CAHSEE, this effort will be discontinued.
  5. VCOE's efforts to reduce the number of failed placements (defined as dropouts or students who return to their district after failing to remediate credits) was negatively impacted by key personnel losses in the middle of the year. The Principal and Transition Specialist positions experienced change and those changes will be in full force when a new Principal starts July 1. **(5,8)**
  6. VCOE's increased emphasis on CTE has resulted in surpassing its stated goal of 50% of students at Gateway School completing a Career and Technical Education Course. VCOE will continue to work towards having all students at Gateway completing a CTE course each year. **(4,7,8,10)**
  7. VCOE's efforts to include special education students in its CTE programs has worked very well. VCOE will continue to work to ensure that Phoenix and Triton students participate in Career Education courses as appropriate within IEP goals **(4,7,8,10)**
  8. VCOE's efforts to ensure that all course offerings are aligned to the California Standards have been successful. In the future years of this plan, emphasis will shift to the Next Generation Science Standards and include modifications when necessary to meet the individual needs of students in special education. **(2)**
  9. VCOE will continue to work to ensure that local formative assessments and IEP goals are aligned to the (California Standards) will continue to be developed and implemented in science **(1,5)**
  10. VCOE has been able to ensure that its teachers and support staff have received professional development aimed at improving instruction by infusing instructional technology into the classroom thereby increasing engagement and accessibility of the California Standards. VCOE will continue to offer Professional Development in the use of appropriate instructional technology to include its *Unique* curriculum; interactive white board technology; Canvas platform; among others. **(1,5)**
  11. VCOE's stated goal of increasing the accessibility to appropriate educational technology including providing devices to as many students as possible moved away from a 1 to 1 approach and more towards outfitting all classrooms with technology appropriate for its students. These efforts included purchasing devices for individual student use as well as teacher tools and equipment. VCOE will continue its efforts to be sure that students and teachers have access to the technology it needs without artificially emphasizing a device for every student which has been determined to be an inappropriate goal given the students we serve. **(1,5)**
  12. VCOE has now established a Baseline Passing rate for the HiSET (79%) and the goals set will be to improve upon that performance. **(8)**
  13. The one year graduation rate (defined as beginning the year with at least 160 credits and then graduating) has been established at 91% - 10 of 11.

<p><b>Original Goal from prior year LCAP:</b></p>	<p>Goal # 2</p> <p>VCOE will enhance school safety and climate for students and staff and increase student engagement and success</p>		<p>Related State and/or Local Priorities: X                  1 X 2 _3 _4 X 5 X 6 _7 X 8 COE                  only: _9 X 10 Local:</p>
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>All VCOE Schools</p> <p>Grades: All</p>	
	<p>Applicable Pupil Subgroups:</p>	<p>All</p>	

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> <li>1. Decrease student disciplinary referrals by 2% from prior year <b>(6)</b></li> <li>2. Decrease student suspensions by 2% from prior year <b>(6)</b></li> <li>3. Increase student attendance by 1% from prior year <b>(5)</b></li> <li>4. Decrease number of chronically absent students by 2% from prior year <b>(5)</b></li> <li>5. Bi-annual CHKS Student Surveys on caring adult relationships will increase from 52%-55%% <b>(6)</b></li> <li>6. Bi-annual CHKS Student Survey on opportunities for meaningful participation will increase from 21%-24% <b>(6)</b></li> <li>7. Scores on the Facility Inspection Tool (FIT) will increase from 96% to 98% <b>(1)</b></li> <li>8. Behavioral Support Services contracts will be increased by 5% from the prior year <b>(5,6)</b></li> </ol>	<p>Actual Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> <li>1. There has not been a 2% decrease in disciplinary conduct referrals from last school year. - <b>Outcome Not Met</b></li> <li>2. There has been a 17% decrease in suspensions from last school year from 121 to 100. - <b>Outcome Met</b></li> <li>3. Student attendance increased by 1% as of June 2016 - <b>Outcome Met</b></li> <li>4. VCOE decreased the number of chronically absent students by 3.9% from 79.8 to 75.9% - <b>Outcome Met</b></li> <li>5. Pending results at the end of 2015-2016 school year - <b>Outcome Pending</b></li> <li>6. Pending results at the end of 2015-2016 school year - <b>Outcome Pending</b></li> <li>7. The Facility Inspection Tool (FIT) increased from 96 to 98%. - <b>Outcome Met</b></li> <li>8. Behavioral support services contracts increased by 5% at Gateway - <b>Outcome Met</b></li> </ol>
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**LCAP Year: 2015-16**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<ol style="list-style-type: none"> <li>1. Alternatives to suspension through the use of Behavioral Health service, Behavioral Plans, community service, and restorative discipline strategies</li> </ol>	<p>A - \$54,000 Federal restricted professional</p>	<ol style="list-style-type: none"> <li>1. Alternatives to suspension were consistently provided using Behavioral Health services, Behavioral Plans, community service, and restorative discipline strategies</li> </ol>	<p>a. \$21,600 restricted professional development</p>

- a. Increase service hours provided through health and counseling services contracts by 5% from prior year
- b. Maintain fulltime position for Restorative Justice Resource Teacher
- c. Provide training in restorative discipline to 20 additional staff members

development budget  
 B - \$1200 Unrestricted Professional Development Budget  
 C – \$100,000 Unrestricted Salary and benefits

a. Service hours provided through health and counseling services contracts were increased by 5% from prior year. In addition, Three additional VCBH counselors were added to the Phoenix Schools Programs. One additional Behavior Specialist was hired for the Phoenix schools programs. A school psychologist was hired to support the Phoenix schools programs representing an increase of .60 FTE. - **Outcome Met**

b. VCOE Maintained its fulltime position for Restorative Justice Resource Teacher. In addition, the principals of Phoenix School and Triton Academy attended NCPI training to be trained as trainers in an effort to support and train staff with care, welfare, safety and security of those campuses as well as all VCOE schools. **Outcome Met**

c. Training in restorative discipline was provided to more than 20 additional staff members. Three administrators attended "Building a Restorative School Community" training. Triton Academy and Gateway presented at the Ninth Annual RT12 Symposium as a National PBIS/CHAMPS Model sharing strategies and successes with districts throughout Ventura County. Nine Phoenix school, three Triton Academy staff and two administrators attended "Reducing Suspensions and Expulsions" presented by Susan Isaaks, Safe and Civil Schools. Teachers, specialists and administrators attended "Trauma Awareness and Healing" workshop with Jessalyn Nash. Materials were shared with leadership team. Two site administrators were trained as certified instructors for Non-Violet Crisis Intervention a 4-day intensive training. Durham School bus drivers attended a two-day training receiving Level 1 Certification for NCPI and instruction in CHAMPS behavioral strategies for the school bus. 51 Durham school bus drivers attended NCPI Refresher and CHAMPS behavioral training to support special education and Gateway students transported by bus. Positive Behavior Support and Level 1 NCPI Training was provided to 61 special

b. \$5,000 restricted salary and benefits  
 c. \$112,244 restricted salary and benefits

education and courts/community schools staff. Applied Behavior Analysis Training - 52 teachers, paraeducators, and specialists attended a two-day ABA training and application to the classroom setting. Penfield teachers and paraeducators attended training EBP Reinforcement. Penfield teachers and paraeducators attended training on working with non-verbal students including addressing challenging behaviors and increasing student engagement. 25 Foster school paraeducators attended positive behavior support training with Behavior Specialists including specific strategies for individual students. 125 teachers, paraeducators, specialists and administrators from Special Education and court/community attended "Do This Not That, Educator's Guide to Working with Mental Health Conditions" presented by the Southern California Diagnostic Center. All Phoenix school staff attended "Maintaining Appropriate Staff/Student Boundaries" provided by Ventura County Behavioral Health Staff. All Phoenix schools staff attended an expanded workshop on Mandated reporting and challenges with ED student population. Two Phoenix school staff attended an expanded workshop on Mandated reporting and challenges with ED student population. Two Phoenix school administrators attended "19th Annual Safe and Civil Schools National Conference, Programming for Students with Intensive Behavioral Needs Trainer of Trainers. Phoenix school staff attended "CHAMPS Reboot" a review of CHAMPS implementation including establishing behavioral and academic expectations, guidelines for success, and daily practices provided by administrators who attended the National Conference for Trainers of Trainers. Phoenix schools and Triton Academy students participate in incentive program aligned with CHAMPS providing incentives for students including access to activities, tangibles and special luncheons. Phoenix Airport school developed a sensory room to support students throughout the day to utilize EBP including mindfulness for calming and refocus. "Kickback" training was provided to all

			Phoenix Airport staff. Phoenix schools held a Behavior Program and Development Retreat for high school staff. Phoenix schools staff reviewed Behavioral Protocols for students. Collaborating together to write social/emotional IEP goals training was provided to Phoenix schools taff. Training included collaboration with VCBH and parent engagement. 6 staff participated in "Threat Assessment: Prevention of Targeted Violence in Schools" and "Active Shooter Training" December 2, 2015. - <b>Outcome met</b>	
<b>Scope of service:</b>	Gateway, Phoenix Grades: All		Scope of service: All VCOE Schools Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
2. Maintain support for full time Ventura County Probation Officer at Gateway		\$100,000 unrestricted professional services budget	2. VCOE maintained support for full time Ventura County Probation Officer at Gateway - <b>Outcome Met</b>	Approximately \$100,000 unrestricted professional services
<b>Scope of service:</b>	Gateway Grades: All		Scope of service: Gateway Grades: All	

<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>		
<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>\$223,201 - Restricted and unrestricted salary and benefits budgets</p>	<p>3. VCOE maintained counselor positions with a ratio of less than 125:1 to meet the academic and socio-emotional needs of all students - <b>Outcome Met</b></p> <p>a. VCOE maintained a full time counselor at Gateway Community School - <b>Outcome Met</b></p> <p>b. VCOE maintained counseling services at Providence Court School and expanded services provided by this employee to diploma track high school students in special education settings as well - <b>Outcome Met</b></p> <p>20% school counselor provides on-going support to Phoenix schools and Triton Academy - <b>Outcome Met</b></p>		<p>Approximately \$ 235,000 restricted and unrestricted salary and benefits</p>
<p><b>Scope of service:</b></p>	<p>Gateway, Triton, and Phoenix schools</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>Gateway, Providence, Phoenix and Triton</p> <p>Grades: All</p>	

<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>		
<p>4. Incentive Program to address high rates of absenteeism</p> <p>a. VCOE will provide funding for motivational and educational field trips, student incentives and lunch and afterschool celebrations to address high rates of absenteeism</p>		<p>\$7,500 unrestricted supplies and services</p>	<p>4. Student Incentives to increase attendance were provided including trips to the Museum of Tolerance, Ronald Reagan Library, Santa Barbara City College. Career Pathways also hosted a field trip to Oxnard College. - <b>Outcome Met</b></p>		<p>\$4,108 unrestricted supplies and services</p>
<p><b>Scope of service:</b></p>	<p>Gateway</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>Gateway</p> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>		
<p>5. Administer California Healthy Kids Survey</p>		<p>\$4700 – restricted TUPE grant, professional services</p>	<p>5. The California Healthy Kids Survey has been administered and VCOE is awaiting the results. - <b>Outcome Met</b></p>		<p>Approximately \$4,500 restricted professional services</p>

<b>Scope of service:</b>	All Schools Grades: All		Scope of service:	All Schools Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
6. Maintain facilities in good repair. a. Penfield School - Interior Walls Retrofit and plumbing upgrades b. Gateway Fire Alarm		\$70,000 Unrestricted capital outlay and deferred maintenance	6. Penfield school classrooms have been modernized to improve flooring, casework, wall surfaces, plumbing fixtures and technology. The Gateway fire alarm was not able to be installed and is planned for installation in the 16/17 year for \$25,000.		a. \$66,010 unrestricted contracted services and supplies b. fire alarm not installed this year, planned for 16/17
<b>Scope of service:</b>	Penfield School, Triggs School, Career Education Center Grades: All		Scope of service:	List All Work Here!!!!!!!!!!!! Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
7. School Safety Checks using canine searches will be implemented  a. Contract with locally approved vendor for no less than two inspections per month		\$4,400 unrestricted professional services	7. K-9 safety checks were performed 4/15 & 4/21/2016 at Phoenix School - <b>Outcome Met</b>  At Gateway, K-9 safety checks are performed 2 times per month - <b>Outcome Met</b>		Phoenix - \$660 unrestricted professional services  Gateway - \$3470 unrestricted professional services
<b>Scope of service:</b>	Gateway  Grades: All		Scope of service:	Gateway and Phoenix  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

8. Bus aides in support of safety at Gateway		\$9,000 Unrestricted salaries and benefits	Bus aides in support of Gateway increased from 1 to 3. Training occurred in May, 2016 in support of CHAMPS and NCPI training provided by VCOE program specialist. - <b>Outcome Met</b>		\$10,307 unrestricted salary and benefits
<b>Scope of service:</b>	Gateway Grades: All		<b>Scope of service:</b>	Gateway Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
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  Approximately 20 teachers and staff will be provided professional development and training in trauma informed care		\$5,000 Federal restricted professional development budget	9. Trauma-informed training was provided at the Special Populations Conference, SELPA's Carpe Diem, and through VCOE's PD series. More than 20 teachers and administrators participated in these trainings as planned. - <b>Outcome Met</b>		\$4,368 restricted professional development
<b>Scope of service:</b>	Gateway Grades: All		<b>Scope of service:</b>	All VCOE Schools Grades: All	

<p><input type="checkbox"/> All</p> <hr/> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p><input type="checkbox"/> All</p> <hr/> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
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<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>\$7,000 Unrestricted supplies and service</p>	<p>10. LI students participated in incentive programs to address high rates of absenteeism - <b>Outcome Met</b></p> <p>a. Student incentives, materials and supplies to support program were purchased as planned - <b>Outcome Met</b></p> <p>b. Assemblies, field trips and lunch and afterschool activities designed to meet the needs and interests of low income students were provided as planned - <b>Outcome Met</b></p> <p>In addition - Three administrators attended "Why Attendance Works Workshop" 10-19-2015 and reported back to Administrative Team including copies of handouts and strategies for improving attendance.</p> <p>a. Foster school developed a monthly incentive program acknowledging students who are not only attending regularly but those who have improved attendance over baseline. Phoenix schools completed three home visits to low-income families to improve student attendance. VCOE Special Education SARB process utilized: 14 students Phoenix school resulting increased attendance including one student attending regularly following a year out of school. SARB process was also started for students in moderate/severe programs with improved attendance. Gateway purchases treats for students incentive</p> <p>b. Every Friday raffles are conducted for LI students to increase attendance.</p>	<p>a. \$1922 unrestricted supplies and service</p> <p>b. \$1487 unrestricted supplies and service</p>		
<p><b>Scope of service:</b></p>	<p>All VCOE Schools</p> <p>Grades: All</p>		<p><b>Scope of service:</b></p>	<p>All VCOE Schools</p> <p>Grades: All</p>	

<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</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>\$10,000 restricted state professional services</p>	<p>11. Culturally relevant guest speakers on personal motivation and career readiness, and field trips to universities, museums and other educational venues were provided as planned to increase connectedness and pro-social attitudes and behaviors. Transportation, entrance and consultant fees were all provided</p> <p>Examples include: Triton middle school students attended a local theatre and viewed "The Man Who Walked Between the Towers" movie based on the Caldecott winning children's book providing positive memories of the twin towers. Triton Academy students also attended "Farm Day" meeting with community members who shared information on farm animals, local produce and equipment presented by California Women for Agriculture.</p> <p>The Mayor of Ventura presented to the DeAnza middle school students on roles and responsibilities.</p> <p>Gateway students participated in field trips to the Museum of Tolerance, Santa Barbara City College and Ronald Reagan Library and to Los Angeles theater to see inspirational play on overcoming adversity. - Pending results at the end of 2015-2016 school year - <b>Outcome Met</b></p>	<p>\$2,065 unrestricted state professional services</p>

<b>Scope of service:</b>	All VCOE Schools Grades: All		<b>Scope of service:</b>	All VCOE Schools Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
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.		Expense included in goal one, action #15	12. Twenty (20) graduates at Providence for the school year as of May, 2016  8 were under normal district requirements and 8 were AB216 graduates. of the 8 AB 216 graduates, 5 were 602 youth and 3 were foster/placement youth.  Foster Youth students attending Gateway were provided counseling and information regarding AB216 and AB490 provisions. They also receive priority in CTE and supplemental programs. - <b>All Outcomes Met</b>	Expense included in goal 1, action #15	
<b>Scope of service:</b>	All VCOE Schools Grades: All		<b>Scope of service:</b>	All VCOE Schools Grades: All	

<p><input type="checkbox"/> All</p> <p>-----</p> <p>X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p>X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
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<p><b>What changes in actions, servivces, and expenditures</b></p>	<p>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:</p> <ol style="list-style-type: none"> <li>1. Based on numbers of incidents reported during transporting students to and from the community school, bus aide support needs to be increased to cover all routes.</li> <li>2. Staff and administration report that the intensive needs of the students served at our Community School warrant an increase in Behavioral Support Services contracts and potentially a full time behaviorist on campus.</li> <li>3. Student referral and suspension data suggest that a reinvestment in positive behavior support (CHAMPS) is warranted. The new principal beginning July 1, 2016 is a CHAMPS trainer and will emphasize this program next year.</li> <li>4. Although some staff received training in an introduction to Trauma Informed Care further training is needed and will be provided.</li> <li>5. There is a need to provide additional training to staff on Restorative Practices to increase staff support for this approach to working with students.</li> <li>6. There is a need to increase communication with local school districts to increase collaboration and make the referral and intake process more efficient.</li> <li>7. Student engagement is a major need and will be a point of emphasis in the coming year. Student attendance remains marginal and the programs offered, while academically more rigorous than in the past, have not resulted in increased engagement and attendance. Project-based learning, authentic assessments and increased CTE offerings will be employed in an attempt to increase student engagement.</li> </ol>
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<p><b>Original Goal from prior year LCAP:</b></p>	<p>VCOE will increase collaborative partnerships with parents, community members, and county service providers to support student success</p>	<p>Related State and/or Local Priorities: X 1 <input type="checkbox"/> 2 X 3 X 4 <input type="checkbox"/> 5 X 6 X 7 X 8 COE only: X 9 X 10 Local:</p>
<p>Goal Applies to:</p>	<p>Schools:</p> <p>All VCOE Schools</p> <p>Grades: All</p>	

		Applicable Pupil Subgroups:	All
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>Increase parent involvement in English Learner Parent Advisory Committee from 3 parent representative to 6+, as identified through sign-in sheets <b>(3)</b></li> <li>Increase parent involvement in School Site Councils from 3 parent representative to 6+, as identified through sign-in sheets <b>(3)</b></li> <li>Increase number of school/community sponsored activities and level of services for students and parents by 5% from prior year <b>(3,6, 10)</b></li> <li>Increase Behavioral Health Services on the Gateway Campus by 2% from prior year <b>(6,10)</b></li> <li>There will be a 2% increase in LCAP survey respondent's parents from the prior year.<b>(3)</b></li> </ol>	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>English Learner Parent Advisory committee was increased to 6 participants- <b>Outcome Met</b></li> <li>Parent involvement in School Site Council was increased to 8 participants- <b>Outcome Met</b></li> <li>Field trips, guest speakers were part of the school/community sponsored activities that were increased by 5% - <b>Outcome Met</b></li> <li>Increased SELPA services by 2% - <b>Outcome Met</b></li> <li>There was an 11.9% increase in LCAP survey responses from the prior year - <b>Outcome Met</b></li> </ol>
<b>LCAP Year: 2015-16</b>			
<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>	
	<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>
<ol style="list-style-type: none"> <li>Enhanced outreach to parents through automated call out system, communication home in English and Spanish, and the SARB Process.                     <ol style="list-style-type: none"> <li>Maintain translation services and implementation of enhanced outreach including teleconferencing and holding parent meetings out in the communities we serve.</li> </ol> </li> </ol>	<p>\$25,000 unrestricted salaries and benefits (.25 FTE)</p>	<ol style="list-style-type: none"> <li>Prior to or at the time of orientation/enrollment, parents are provided with a school handbook or an annual notice of rights and responsibilities. Available in both English and Spanish, the documents address the importance of regular school attendance and possible referral to SARB should unexcused absences become an issue. An automated call out system is in place at VCOE schools to communicate with parents in English and Spanish when a youth is not in school and the parent has not informed the school in advance. Whenever possible, contact is made with the parent/guardian prior to sending out the first SARB letter and the formalization of the SARB process. The purpose of this contact would</li> </ol>	<p>\$34,539 unrestricted salaries and benefits</p>

be to look for reasons the student has unexcused absences, address what is causing the student to miss school, look for solutions and to discuss the possible consequences associated with the SARB process.

Gateway has also identified a staff person who serves as Restorative Justice/SARB Coordinator. This person is in contact with the parent/ guardian of students who continue to miss school, offering available services and resources in an effort to get the student to attend school regularly and out of the SARB process.

At Gateway school, a monthly SARB calendar has been prepared to address the needs of the family and youth deemed as habitually truant.

VCOE schools without a SARB refer students deemed as habitually truant to Gateway or the district of residence to address the needs of the student and family.

VCOE schools without a SARB refer students deemed as habitually truant to Gateway or the district of residence to address the needs of the student and family.

a. Preschool teachers, paraeducators and specialists attended informational training on Mixteco Community. English and Spanish translated letter to parents describing the revised moderate/severe report card K-12 aligned with common core state standards. Reports on progress for K-12th grade for students with moderate/severe disabilities aligned with CCSS translated into Spanish. Reports on progress for K-8th grade students with mild/moderate disabilities aligned with CCSS translated into Spanish. All VCOE Special Education translators were provided guidelines for special education interpreters. Notification of Administrative Suspension from School Revised and translated into Spanish. Interpreters provided IEP meetings by American Language Services, in

			Spanish, Russian and Tagalog. Connect Ed/Blackboard calls were made to parents in both English and Spanish regarding transition fairs. Lockdown crisis informtion - system for schools to update the schools with procedures, disaster preparedness, emergency shelters, discrimination, harassment, intimidation, bullying, hate crimes, crime, etc. Connect Ed class are made from each school site reminding parents of upcoming events and minimum days in both English and Spanish. Bullying Harassment forms updated and translated in Spanish.- <b>Outcome Met</b>	
<b>Scope of service:</b>	All VCOE Schools Grades: All		<b>Scope of service:</b> All VCOE Schools Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
2. Resources for school functions will be enhanced to include, child care, transportation, family service classes, and refreshments	\$3,000 unrestricted supplies and services	As planned, resources for school functions were offered to include, child care, transportation, family service classes, and refreshments for Back to School Night, School Site Council & Open House. Participation varied by event but all events were well attended by parents and community-based organizations including service agencies, community colleges, VC Probation, VC Behvaioral Health and civic organizations such as Food Share. - <b>Outcome Met</b>	\$2,850 unrestricted supplies	

Scope of service:	Gateway Grades: All		Scope of service:	Gateway Grades: All	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</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.</p> <p>a. Fees waived for community services and parenting classes on campus, during, and after school</p>	<p>\$7,000 unrestricted supplies and services</p>		<p>Students identified by the counseling staff were provided individual or group counseling through PDAP, SELPA, City Impact, Las Clinicas, Interface and Ventura County Behavior Health. The school psychologist and counselor provide support services as needed. Many times these services involved parents. In addition, On December 16th, Phoenix schools teachers and paraeducators received training by VCBH on COEDS, risk management and best practices for elementary, middle or high school classrooms. 21 students in Phoenix schools programs, 3 students from Triton Academy and one Foster School ED student receive COEDS services. TBS Services: Eight Phoenix school students and two Triton Academy received tBS services including counselor visits at home and school and case manager meeting regularly with parents. 91 phoenix school, 25 or 30% of Triton Academy students and 9 Foster school students receive individual counseling services provided by ISES/VCBH. Four Triton Academy students received individual counseling services provided by school psychologist. -</p> <p><b>Outcome Met</b></p>	<p>43,575 unrestricted supplies and services</p>	

<b>Scope of service:</b>	All VCOE Schools Grades: All		<b>Scope of service:</b>	All VCOE Schools Grades: All	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
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.		\$9,000 unrestricted supplies and services	4. Child care was offered but not taken, and translation services were provided for all Open House, Back to school night, and committee meetings. Important documents were sent home or posted on-line in English and Spanish. - <b>Outcome Met</b>	Zero additional cost. Translation services were performed by existing staff and did not require additional salary.	
<b>Scope of service:</b>	All VCOE Schools Grades: All		<b>Scope of service:</b>	All VCOE Schools Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

<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>\$2,000 Restricted state supplies and mileage</p>	<p>5. VCOE maintained strong collaboration through participation in collaborative meetings with Casa Pacifica, Big Brother/Big Sisters, Boys and Girls Club of Ventura County, Ventura County Behavioral Health, and Ventura County Probation. In addition, VCOE had a representative on the Juvenile Justice Coordinating Council, Juvenile Detention Alternative Initiative, Workforce Development Board, Community Corrections Partnership, and Juvenile Anti-Gang Grant steering committee. - <b>Outcome Met</b></p> <p>a. VCOE maintained its attendance and participation with community service organizations and social services as noted above - <b>Outcome Met</b></p> <p>b. VCOE implemented a new MOU with Ventura County Probation to maintain legislative compliance with AB2276 - <b>Outcome Met</b></p>	<p>\$129 unrestricted mileage</p>	
<p><b>Scope of service:</b></p>	<p>All VCOE Schools</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>All VCOE Schools</p> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		

<b>What changes in actions, services, and expenditures</b>	<p>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:</p> <ol style="list-style-type: none"> <li>1. There is an ongoing need to engage with local parent organization to increase parental involvement. Traditional efforts have not yielded significant participation among Gateway parents and despite Gateway trying non-traditional meeting efforts including holding committee and other outreach meetings in the community where a majority of the students reside to see if participation would increase, attendance at meetings remained low.</li> <li>2. Translation services were provided at all events and applied to important documents and school communications. These efforts need to continue based on stakeholder input and the number of EL in VCOE schools..</li> <li>3. As the facilitator of the County SARB, VCOE recognized that there was increased tension and conflict around practices and procedures at the Local SARB Level. Stakeholder engagement elicited a desire to infuse more consistency into the SARB arena and to increase the use of restorative practices consistent with current VCOE efforts</li> <li>4. In an effort to increase parent and community engagement, the Deputy Superintendent, Student Services will directly facilitate the county's Student Services Collaborative Meetings which focus on efforts to increase services to alternative education students, special populations and to increase parental and community engagement in support of these students.</li> </ol>
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<b>Original Goal from prior year LCAP:</b>	<p>Goal # 4</p> <p>VCOE will provide Ventura County expelled youth, a rigorous academic environment, while providing rehabilitation services and social/emotional support</p>	<p>Related State and/or Local Priorities: X 1 X 2 _3 _4 X 5 X 6 X 7 _8 COE only: X 9 _ 10 Local:</p>	
<b>Goal Applies to:</b>	<p>Schools: All school in Ventura County districts</p> <p>Grades: All</p>		
<b>Applicable Pupil Subgroups:</b>	Other (Expelled Youth)		
<b>Expected Annual Measurable Outcomes:</b>	<ol style="list-style-type: none"> <li>1. 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.<b>(5,8,9)</b></li> <li>2. 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</li> </ol>	<b>Actual Annual Measurable Outcomes:</b>	<ol style="list-style-type: none"> <li>1. Number of failed placements decreased students 11 to 10 - <b>Outcome Met</b></li> <li>2. Options identified and used have included behavioral contracts, individualized incentive plans, customized transportation, independent studies and positive behavioral interventions. The SSC in conjunction with Ventura County SARB created a digital</li> </ol>

referred back to district as failed placements.  
(5,8,9)

3. Transportation will be provided to all expelled youth in order to increase attendance at Gateway Community School (1,5,8,9)
4. 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)
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 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)
6. Increase the number of 11th and 12th grade expelled students passing CAHSEE by 2% (1,9)

version of the suspension form used by many of the districts. The digital version for allows districts to tract interventions used as an alternative to suspension and expulsion as described but not limited to in EC 48900 (v) (w) and EC 48900.5 The SSC also brought in VCOE Applications Manager, Colleen Steed to present to other the various drop down menu options available in the Q Student Information System to input interventions used in alternative to suspension and expulsions as described but not limited to in EC (v)(w) and EC 48900.5 The VCOE and the SSC continue to research and make training available to districts in the area in Trauma informed schools in order to gain a better understand as to the root causes of behavior often leading to suspension or expulsion Trainings in this were provided at Ventura County SARB, VCOE Student Services Special Population Conference, the SELPA Carpe Diem, and VCOE Leadership Support. Gateway continues to be a model CHAMPS school and now has a Restorative Justice (RJ) coordinator. The RJ coordinator works to address and reduce the behavior issues that have led to failed placements in the past. **Service Gap 2.** Districts use their local alternatives in providing educational programs for their expelled students' grades 4

3. Transportation has been provided to all expelled youth in order to increase attendance at Gateway Community School (1,5,8,9) - **Outcome Met**

			<p>4. Socio-Emotional and rehabilitative Counseling Services were provided to expelled youth through community based agencies. Services were increased by 2% from prior year<b>(5,6,9) - Outcome Met</b></p> <p>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 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.<b>(1,8,9) - Outcome Pending</b></p> <p>6. Since the State has decided to suspend administration of the CAHSEE, VCOE has not been able to pursue this outcome. - <b>Goal suspended</b></p>
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**LCAP Year: 2015-16**

<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>		
		<b>Budgeted Expenditures</b>	<b>Estimated Actual Annual Expenditures</b>	
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		\$55,000 Unrestricted professional services	As planned actual contracted counseling services were provided to expelled students and increased by 2%. - <b>Outcome Met</b>	
<b>Scope of service:</b>	Gateway Grades: All		<b>Scope of service:</b>	Gateway Grades: All

_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other (Expelled Youth)			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	
2. Transportation will be provided to all expelled students attending Gateway Community School <ul style="list-style-type: none"> <li>Provide bus service to Gateway</li> </ul>		\$155,000 Unrestricted professional services general fund budget salary and benefits	Transportation was provided as planned including 4 bus routes provided by Durham Services to transport students living in various areas in Ventura County. - <b>Outcome Met</b>	\$135,838 unrestricted professional services
<b>Scope of service:</b>	Gateway  Grades: All		Scope of service:	Gateway  Grades: All
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other (Expelled Youth)			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	

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		\$74,000 Unrestricted salaries and benefits general fund budget	Gateway continued to support a full time transition specialist position during the 2015-16 school year. This position has facilitated communication and collaboration among school districts, COE, and Ventura County Probation including implementation of the MOU with VCOE probation relating to AB 2276 - <b>Outcome Met</b>	\$85,607 unrestricted salaries and benefits
<b>Scope of service:</b>	Gateway Grades: All		Scope of service: Gateway and Providence Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other (Expelled Youth)			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other (Expelled Youth)	
2. 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.		Expense included in Goal 1, actions 3 and 4	4. Actions and services detailed in Goal 1, numbers 3 and 4, were provided in support of annual measurable outcome number 5 and 6 above for expelled youth. - <b>Outcome met</b>	No Additional Expenses
<b>Scope of service:</b>	Gateway Grades: All		Scope of service: All Schools in Ventura County using Gateway to serve Expelled Students Grades: All	

<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless  <input checked="" type="checkbox"/> Other (Expelled Youth)</p>		<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless  <input type="checkbox"/> Other</p>
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<p><b>What changes in actions, services, and expenditures</b></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"> <li>1. There is a continued need to increase counseling and support services to Ventura County Expelled Youth through contracted services, on-site academic counseling, implementation of restorative practices and career education.</li> <li>2. Due to declining enrollment, one of the two Transition Specialist positions in the court and community schools program has been eliminated and the two sites share an employee. More regular reviews of these services are warranted given the challenges of sharing this positions and still maintaining a high degree of service to Ventura County Expelled Youth.</li> <li>3. Transportation remains an issue for all expelled youth in the county attending the community school and must be continued. Routes need to be reviewed to ensure transportation does not unintentionally impact attendance negatively.</li> </ol>
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<p><b>Original Goal from prior year LCAP:</b></p>	<p>Goal # 5</p> <p>VCOE will provide Ventura County Foster Youth with access to stable school environments and accessible academic programs</p>	<p>Related State and/or Local Priorities:  <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 COE only: <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 Local:</p>
<p>Goal Applies to:</p>	<p>Schools: All schools in Ventura County districts</p> <p>Grades: All</p>	
<p>Applicable Pupil Subgroups:</p>	<p>Foster Youth</p>	

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> <li>1. VCOE will continue to facilitate Foster Focus Data sharing system which will be accessible to 100% of all LEASs serving Foster Youth <b>(10)</b></li> <li>2. Foster Youth Coordinator will continue to facilitate county-wide meetings no fewer than 6 with school districts to increase collaboration and coordinate services <b>(10)</b></li> <li>3. Foster Youth Coordinator will continue to provide targeted and direct services to Foster Youth in Ventura County <b>(10)</b></li> <li>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.<b>(4,5,10)</b></li> <li>5. Foster Youth transfer rate will decrease by 2% from prior year <b>(8,10)</b></li> </ol>	<p>Actual Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> <li>1. VCOE continued to facilitate the Foster Focus data sharing system (10). <b>Outcome Met</b></li> <li>2. The Foster Youth Services Coordinating Program hosted or facilitated the following meetings and events to increase collaboration and coordinate services: 4 Executive Advisory Council meetings, 1 Special Populations Conference, 1 Agency 101 Conference, 6 Guardian Scholars Collaborative meetings, 3 Student Services Collaborative meetings, and 8 SARB meetings. <b>(10)- Outcome Met</b></li> <li>3. VCOE's Foster Youth Coordinator has continued to provide targeted and direct services to Foster Youth in Ventura County <b>(10) - Outcome Met</b></li> <li>4. 100% of Foster youth who qualify will have had access to district approved AB216 graduation and partial credit policies and provisions, including the ability to graduate with 130 credits.<b>(4,5,10) - Outcome Met</b></li> <li>5. We are unable to measure the foster youth transfer rate with our current resources. We have made tremendous strides this year in collaborating with the Child Welfare Agency and Probation Agency to reduce the number of school transfers, and have established a "School of Origin Workgroup" in order to build systemic solutions to the issue of school transfers. We hope to build capacity in the coming year to provide transportation to the school of origin for all foster youth.<b>(8,10) - Outcome Not Met</b></li> </ol>
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LCAP Year: 2015-16					
Planned Actions/Services		Actual Actions/Services			
		Budgeted Expenditures			Estimated Actual Annual 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>Expense included in goal 1 action #15</p>	<p>1.VCOE maintained a foster youth liaison, which ensured student records followed the students from school to school, and ensured the students were enrolled in the correct academic subjects. Due to statutory changes in AB854 (implemented this school year), the Foster Youth Services Coordinating Program (FYSCP) is no longer able to offer direct services to foster youth, including tutoring and counseling, without certification from each school district that they are unable to provide those services using any other combination of federal, state, and local funds. Instead, the FYSCP is working with districts to assist them in the development and implementation of their LCAPs, encouraging them to include these types of services in their plans. Foster Youth do receive priority enrollment in SES, CTE and supplemental programs, and CEC staff have presented these programs to all collaborating partners in order to ensure the school sites are aware of their priority status.- <b>Outcome Met</b></p>		<p>Expense included in goal 1 action #15</p>
<p><b>Scope of service:</b></p>	<p>All VCOE Schools and Sites in VC Grades: All</p>		<p>Scope of service:</p>	<p>All VCOE Schools and Sites in VC Grades: All</p>	

<input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other			<input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	
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		\$50,000 unrestricted supplies and services	Foster Youth students were provided, counseling, and information regarding AB216 and AB490 provisions. Foster Youth will received priority enrollment in SES, CTE and supplemental programs. Academic tutoring, however was not provided due to changing role of county offices emphasizing facilitation of countywide services as opposed to providing direct services. - <b>Outcome Partially met due to changing roll of County Offices</b>	None
<b>Scope of service:</b>	All Schools and Sites in VC  Grades: All		Scope of service:	All Schools and Sites in VC  Grades: All
<input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other			<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	

<p>3. Increased communication and collaboration through</p> <ul style="list-style-type: none"> <li>• VCOE school representation at the county quarterly Foster Youth meetings</li> <li>• Facilitation of county-wide Foster Youth meetings provided for all VC LEA's</li> <li>• Provide mileage reimbursements and other costs for such efforts (ie duplication, supplies, etc.)</li> <li>• Facilitate relevant professional develop such as trauma informed care</li> </ul>		<p>\$500 Restricted state supplies and mileage</p>	<p>3. Increased communication and collaboration was achieved through:</p> <ul style="list-style-type: none"> <li>• VCOE school representation at the county quarterly Foster Youth meetings</li> <li>• Facilitation of county-wide Foster Youth meetings provided for all VC LEA's</li> <li>• Providing mileage reimbursements and other costs for such efforts (ie duplication, supplies, etc.)</li> <li>• Facilitating relevant professional develop such as trauma informed care</li> <li>• Twenty-seven (27) staff including School Psychologists, Behaviorists, VCBH Therapist, Foster Student Liaison and Program Specialist attended "Trauma Awareness and Resilience" Training 3-18-2016. - <b>Outcome Met</b></li> </ul>		<p>\$503 restricted state supplies and mileage</p>
<p><b>Scope of service:</b></p>	<p>All Schools and Sites in VC</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>All Schools and Sites in VC</p> <p>Grades: All</p>	
<p><input type="checkbox"/> All</p> <p>-----</p> <p>X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p><input type="checkbox"/> All</p> <p>-----</p> <p>X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		

<b>What changes in actions, services, and expenditures</b>	<p>As a result of stakeholder engagement and review of progress made, the following changes will be incorporated into future goals, actions and services:</p> <ol style="list-style-type: none"><li>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.</li><li>2. There is a need to make more efficient the sharing of data with the educational rights holders of Foster Youth. Ventura County Health Services Agency has initiated discussions in an effort to develop a platform streamlining this process through VCOE as opposed to asking Foster Parents and educational rights holders to navigate numerous different systems provided by local districts.</li><li>3. There is a need to develop a plan to transport Foster Youth to their school of origin in a more consistent manner.</li><li>4. VCOE will begin to work with VC Human Services Agency to facilitate increased and improved data sharing.</li></ol>
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**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.)

<b>Total amount of Supplemental and Concentration grant funds calculated:</b>	1003000
<p>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.</p>	

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.

5.70	%
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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.

## 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).