

§ 15497. Local Control and Accountability Plan and Annual Update Template.

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

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

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

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

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

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

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

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

LEA: Ventura County Office of Education Contact: Paul Marietti, Director, pmarietti@vcoe.org, 805.981.5809 LCAP Year: 2014-15

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.

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. 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 should comply with instructions and 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. 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 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:

Parent involvement: *efforts to seek parent input in decision making, 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 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 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 engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, 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?
- 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 representative parents of pupils identified in Education Code section 42238.01?

6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<p>VCOE gathered input from all stakeholder groups; parents, teachers, principals, administration, bargaining units, local district personnel, representatives of English Learner Parent Advisory committee, Parent Advisory Committee, foster youth, and community partners.</p> <p>VCOE LCAP committee was formed and met monthly, beginning February 28, 2014, to provide input and guidance on the development of the LCAP. The committee was comprised of parents, teachers, union representatives and administration.</p> <p>An online survey was created for the purpose of gathering data from all stakeholders. Along with the survey, a link was provided to VCOE standardized performance reports to help guide the data collection.</p> <p>Parent and community input cards were developed and used to gather input from stakeholders during in-person meetings.</p> <p>A stakeholder focus group was created from all individuals that indicated interest in providing input for the LCAP. The focus group met on May 7, 2014.</p> <p>The Ventura County Board of Education was provided monthly reports on the development of the LCAP beginning February 24, 2015.</p> <p><u>Parent Involvement</u></p> <ul style="list-style-type: none"> • PTO Meetings at all the school sites beginning in February through April. • Parent Input cards provided at all school meetings including but not limited to, individual parent conferences, IEPs, family nights, and open houses. • English Learner Parent Advisory Committee meeting: May 7, 2014 • Parent Advisory Committee meeting: May 7, 2014 • Foster Youth Meeting April 15, 2014 <p><u>Community Involvement</u></p> <ul style="list-style-type: none"> • Foster Youth Meeting : March 20, 2014 • Youth Council Meeting : March 5, 2014 • Juvenile Detention Alternatives Initiative Meeting: March 18, 2014 • Email to all community partners requesting they complete the online survey • Foster Youth Meeting April 15, 2014 <p><u>Staff Involvement</u></p> <ul style="list-style-type: none"> • An email was sent out to all VCOE staff inviting them to participate in the development of the LCAP. • Focus Group was formed for all interested in providing input on the 	<p>The LCAP committee gathered and analyzed the feedback from all the stakeholders. This data was categorized into the 10 state priorities identified for county offices of education and was used to identify the primary areas of focus.</p> <p>The LCAP committee used the data to respond to the concerns and interests of stakeholders by creating and adjusting goals to best meet the needs of all students, including English learners, foster youth, and low income students.</p> <p>The goals developed are responsive to the three state priority areas: Conditions of Learning, Pupil Outcomes, and Engagement.</p> <p>More specifically, 313 stakeholders stated in surveys and on input cards that VCOE schools should prioritize basic services as described in state priority number 1. This input served as the foundation and rationale for Goal #1. "Basic Needs" includes teacher assignments and standards-aligned instructional materials and as such the plan includes activities and metrics reflecting this need.</p> <p>In addition, 290 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.</p> <p>Because of the challenging populations served by VCOE, school climate continues to be a priority for VCOE. This was supported in 209 responses from stakeholders and serves as the foundation for Goal #2.</p> <p>A further 200 stakeholders identified parental involvement 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 # 3.</p> <p>67 individuals indicated on the survey their interest in participating in the development of VCOE's LCAP. All 67 participants were invited to attend a meeting on May 7, 2014. During this meeting input was gathered regarding the development of the goals. Result of the meeting will be included on the final draft.</p>

Involvement Process	Impact on LCAP
<p>development of the LCAP. The meetings were held on May 7, 2014. Staff meetings at all school sites</p> <ul style="list-style-type: none"> • Online Survey • Consultation meetings with Unions <p><u>Student Involvement</u></p> <ul style="list-style-type: none"> • Principals allowed students the opportunity to provide input during the school day • Online Survey • Input Cards <p><u>Acknowledgement of Input</u></p> <ul style="list-style-type: none"> • Charts depicting the final results of stakeholder engagement efforts are posted on VCOE LCAP web page • Superintendent written responses to parent advisory committee sent prior to public hearing on May 27, 2014. <p><u>Data Results:</u></p> <p>Survey Responses by Stakeholder category</p> <ul style="list-style-type: none"> 756 total 228 students 188 Parents 158 classified staff 108 Teachers 41 Community Members and partners 32 Administrators <p><u>Timeline:</u></p> <p>Data Collection - February thru May Reports to Ventura County Board of Education - February 24 , March 24, April 28 Public Hearing May 27, 2014 Adoption by Ventura County Board of Education June 23, 2014</p>	

Section 2: Goals and Progress Indicators

*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, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart 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. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites 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 school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. 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, school site-level advisory groups (e.g., school site 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.

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 “Engagement” (e.g., pupil and parent)?
- 4) What are the LEA’s goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site 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.)?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Needs Student academic performance is low on district assessments</p> <p>Student pass rate for GED and CAHSEE is low</p> <p>Student participation in CTE course offerings is low</p> <p>Rate of students who represent failed placements, who dropout or return to district after failing to remediate credits is too high</p> <p>Technology is inadequate for CAASPP testing and CCSS instruction</p> <p>Metrics Student achievement as measured by</p>	<p>Goal #1 Student achievement will increase in the core academic areas</p>	<p>All students including Students with Disabilities, Hispanic/Latino, Low Income, English Learner, Foster Youth)</p>	<p>All VCOE schools</p>	<p>95% of teachers will be appropriately credentialed in the courses they teach and considered highly qualified as defined in NCLB guidelines</p>	<p>98% of teachers will be appropriately credentialed in the courses they teach and considered highly qualified as defined in NCLB guidelines</p>	<p>100% of teachers will be appropriately credentialed in the courses they teach and considered highly qualified as defined in NCLB guidelines</p>	<p>Priority 1 Priority 2 Priority 4 Priority 7 Priority 8</p>	
		<p>All students including Students with Disabilities, Hispanic/Latino, Low Income, English Learner, Foster Youth)</p>	<p>All VCOE schools</p>	<p>100% of students will continue to have access to standards-aligned instructional materials</p> <p>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 posttests, and</p>	<p>100% of students will continue to have access to standards-aligned instructional materials</p> <p>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 posttests, and</p>	<p>100% of students will continue to have access to standards-aligned instructional materials</p> <p>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 posttests, and</p>		

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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<p>CAHSEE passage rates, Pre and Post Universal assessment data , and for students in special education, pre and post assessments and progress towards annual IEP goals</p> <p>Collective Percentage of failed placements, dropouts or return to district after failing to remediate credits</p> <p>Number of students completing CTE course offerings</p> <p>Percentage of classrooms with necessary technology</p>				<p>progress towards yearly individualized IEP goals.</p> <p>Number of students passing the GED exam will increase by 2%</p> <p>Number of students passing the CAHSEE will increase by 2% from baseline number set at end of 2013-14 school year</p> <p>Percentage of failed placements, dropouts or return to district after failing to remediate credits will decrease by 2% from baseline number set at end of 2013-14 school year</p> <p>15% of Students will complete a Career and Technical Education Course</p> <p>75% of all English Language Arts and Mathematics course</p>	<p>progress towards yearly individualized IEP goals.</p> <p>Number of students passing the GED exam will increase by 2%</p> <p>Number of students passing the CAHSEE will increase by 3% from prior year</p> <p>Percentage of failed placements, dropouts or return to district after failing to remediate credits will decrease by 2% from prior year</p> <p>40% of Students will complete a Career and Technical Education Course</p> <p>90% of English Language Arts, mathematics, and</p>	<p>progress towards yearly individualized IEP goals.</p> <p>Number of students passing the GED Exam will increase by 3%</p> <p>Number of students passing the CAHSEE will increase by 3% from prior year</p> <p>Percentage of failed placements, dropouts or return to district after failing to remediate credits will decrease by 2% from prior year</p> <p>60% of Students will complete a Career and Technical Education Course</p> <p>100% of English Language Arts, mathematics, science</p>		

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Percentage of students with assigned device (i.e. tablet)					offerings will be aligned to the CCSS and modified when necessary to meet the individual needs of students in special education. Local Benchmark assessments and IEP goals aligned to the common core standards will be developed and implemented in <i>English Language Arts and Mathematics</i> 100% of students will have access to necessary technology including the implementation of CAASPP testing centers	science course offerings will be aligned to the CCSS and NGSS and modified when necessary to meet the individual needs of students in special education. Local Benchmark assessments and IEP goals aligned to the common core standards will be developed and implemented in <i>Science</i> Technology for accessing the CCSS will be upgraded, including the implementation of one-to-one technology in 10% of classrooms	and social science course offerings will be aligned to the CCSS and NGSS and modified when necessary to meet the needs of students in special education Local Benchmark assessments and IEP goals aligned to the common core standards will be developed and implemented in <i>Social Science</i> Technology for accessing the CCSS will be upgraded, including the implementation of one-on-one technology in 20% of classrooms	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Needs</p> <p>Behavioral disruptions are too frequent and detract from instructional effectiveness</p> <p>Attendance rates are too low</p> <p>Opportunities for improved student engagement are too infrequent</p> <p>Student and staff perceptions of connectedness have not consistently been assessed or acted upon</p> <p>School facilities are older and frequently need repairs or upgrades to maintain high level of quality for students and staff.</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>All students including Students with Disabilities, Hispanic/Latino, Low Income, English Learner, Foster Youth)</p>	<p>All VCOE schools</p>	<p>Decrease student disciplinary referrals by 2% from baseline number set at end of 2013-14</p> <p>Decrease student suspensions by 2% from baseline number set at end of 2013-14</p> <p>Increase student attendance by 1% from baseline rate set at end of 2013-14 school year</p> <p>Decrease number of chronically absent students by 2% from baseline number set at end of 2013-14</p> <p>Annual CHKS Student Survey on caring adult relationships will increase from 22% to 25%</p> <p>Annual CHKS Student Survey on Opportunities for meaningful</p>	<p>Decrease student disciplinary referrals by 2% from prior year</p> <p>Decrease student suspensions by 2% from prior year</p> <p>Increase student attendance by 1% from prior year</p> <p>Decrease number of chronically absent students by 2% from prior year</p> <p>Annual CHKS Student Surveys on caring adult relationships will increase from 25% to 28%</p> <p>Annual CHKS Student Survey on Opportunities for meaningful participation will</p>	<p>Decrease student disciplinary referrals by 3% from prior year</p> <p>Decrease student suspensions by 5% from prior year</p> <p>Increase student attendance by 1% from prior year</p> <p>Decrease number of chronically absent students by 2% from prior year</p> <p>Annual CHKS Student Surveys on caring adult relationships will increase from 28% to 30%</p> <p>Annual CHKS Student Survey on Opportunities for meaningful participation will</p>	<p>Priority 1 Priority 5 Priority 6 Priority 8</p>	

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	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Metrics</p> <p>Student referral rates</p> <p>Suspension rates</p> <p>Attendance rate</p> <p>CHKS Surveys data</p> <p>Facility Inspection Tool (FIT) evaluation</p>					<p>participation will increase from 8% to 11%</p> <p>Scores on the Facility Inspection Tool (FIT) will increase from 94% to 96%</p>	<p>increase from 11% to 14%</p> <p>Scores on the Facility Inspection Tool (FIT) will increase from 96% to 98%.</p>	<p>increase from 14% to 16%</p> <p>Scores on the Facility Inspection Tool (FIT) will increase from 98% to 100%.</p>	
<p>Needs</p> <p>Parent involvement is low</p> <p>Mentoring and related support opportunities for students are too infrequent</p> <p>Opportunities to build student connectedness to school are too infrequent</p> <p>Number of Behavioral\Health partnership visitations is</p>	<p>Goal #3</p> <p>VCOE will increase collaborative partnerships with parents, community members, and county service providers to support student success</p>	<p>All students including Students with Disabilities, Hispanic/Latino, Low Income, English Learner, Foster Youth)</p>	<p>All VCOE schools</p>		<p>Increase parent involvement in English Learner Parent Advisory Committee from 1 parent representative to 3+, as identified through sign-in sheets</p> <p>Increase parent involvement in School Site Councils from 1 parent representative to 3+, as identified through sign-in sheets</p> <p>Increase number of school/community sponsored activities for students and parents at schools by 5% from</p>	<p>Increase parent involvement in English Learner Parent Advisory Committee from 3 parent representative to 6+, as identified through sign-in sheets</p> <p>Increase parent involvement in School Site Councils from 3 parent representative to 6+, as identified through sign-in sheets</p> <p>Increase number of school/community sponsored activities for students and parents at schools by 5% from</p>	<p>Increase parent involvement in English Learner Parent Advisory Committee from 6 parent representative to 12+, as identified through sign-in sheets</p> <p>Increase parent involvement in School Site Councils from 6 parent representative to 12+, as identified through sign-in sheets</p> <p>Increase number of school/community sponsored activities for students and parents at schools by 5% from</p>	<p>Priority 1</p> <p>Priority 3</p> <p>Priority 6</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>insufficient to meet demand for services</p> <p>Student and parental knowledge of programs and services has not been consistently assessed or acted upon</p> <p>Metrics Number of parents serving as members of school committees Number of Parents attending school events Number of hours contracted for services for Behavioral\Health services Number of school activities (Presentations, guest speakers, field trips)</p>			Gateway	<p>baseline number set at end of 2013-14</p> <p>Increase Behavioral Health Services on the Gateway Campus by 5%from baseline set at end of 2013-14 school year</p> <p>LCAP survey data will set the baseline for future comparison of parental program knowledge</p>	<p>prior year</p> <p>Increase Behavioral Health Services on the Gateway Campus by 2% from prior year</p> <p>LCAP survey data will show increase in respondent's school program knowledge of 5% from prior year</p>	<p>prior year</p> <p>Increase Behavioral Health Services on the Gateway Campus by 2% From prior year</p> <p>LCAP survey data will show increase in respondent's school program knowledge of 5% from prior year</p>		

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Level of knowledge of available programs and services as measured by LCAP Surveys								
<p>Needs Collaboration with 22 school districts needs to be improved in order to ensure expelled students are served appropriately and are well prepared to return to district successfully.</p> <p>Community partnerships and involvement are currently too infrequent to serve the numerous and varied needs of expelled students</p> <p>Academic achievement for expelled students is low</p>	<p>Goal #4 Provide Ventura County expelled youth, a rigorous academic environment, while providing rehabilitation services and social/emotional support.</p>	Ventura County expelled youths	All schools in Ventura County districts		<p>Percentage of failed placements, dropouts or return to district after failing to remediate credits will decrease by 2% from baseline set at end of 2-13-14 school year</p> <p>Committee of Educators in VC will update Ventura County Plan for Serving Expelled students pursuant to Ed Code 48296. Plan will reflect improved services to expelled youth and address service Gaps 1 and 2 as identified in the plan by increasing services and options prior to returning the student to district as a failed placement</p>	<p>Percentage of failed placements, dropouts or return to district after failing to remediate credits will decrease by 2% from prior year</p> <p>Increased options identified by VC committee and designed to meet service gaps 1 and 2 will be implemented to reduce numbers of students referred back to district as failed placements</p>	<p>Percentage of failed placements, dropouts or return to district after failing to remediate credits will decrease by 2% from prior year</p> <p>Committee will identify and implement additional strategies to address service gaps 1 and 2 in VC Plan to Serve Expelled Youth based on data from prior year and identified gaps in service</p>	Priority 9

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Too many expelled students drop out or are not successful returning to district on track to graduate</p> <p>Metrics Collective Percentage of failed placements, dropouts or return to district after failing to remediate credits</p> <p>Number of hours served by VC Behavioral Health and other providers of support services</p> <p>Pre and post assessment data and for students in special education, pre and post assessments and progress towards individualized IEP goals.</p>		Ventura County expelled youths	Gateway		<p>Transportation will be provided to all expelled youth in order to increase attendance at Gateway Community School</p> <p>Socio-Emotional and rehabilitative Counseling Services will be provided to expelled youth through community based agencies. Baseline services level will be set at end of 2013-14 school year</p>	<p>Transportation will be provided to all expelled youth in order to increase attendance at Gateway Community School</p> <p>Socio-Emotional and rehabilitative Counseling Services will be provided to expelled youth through community based agencies. Increase service by 2% from prior year</p>	<p>Transportation will be provided to all expelled youth in order to increase attendance at Gateway Community School</p> <p>Socio-Emotional and rehabilitative Counseling Services will be provided to expelled youth through community based agencies. Increase service by 2% from prior year</p>	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
One year CAHSEE data					<p>Increase student Reading levels by 5% and math levels by 3% as measured by the STAR Reading and Math Pre and post assessment and for students in special education, increase in student achievement in Reading and math will be assessed and identified through pre and posttests, and progress towards yearly IEP goals.</p> <p>Increase the number of 11th and 12th grade Students passing CAHSEE by 2%</p>	<p>Increase student Reading levels by 5% and math levels by 3% as measured by the STAR Reading and Math Pre and post assessment and for students in special education, increase in student achievement in Reading and math will be assessed and identified through pre and posttests, and progress towards yearly IEP goals.</p> <p>Increase the number of 11th and 12th grade Students passing CAHSEE by 3%</p>	<p>Increase student Reading levels by 5% and math levels by 3% as measured by the STAR Reading and Math Pre and post assessment and for students in special education, increase in student achievement in Reading and math will be assessed and identified through pre and posttests, and progress towards yearly IEP goals.</p> <p>Increase the number of 11th and 12th grade Students passing CAHSEE by 3%</p>	
<p>Needs There is a disproportionately high rate of school transfers for foster youth</p> <p>Too many foster</p>	<p>Goal #5 Provide Ventura County Foster Youth with access to stable school environments and accessible academic program</p>	Ventura County Foster Youth	All schools in Ventura County districts		<p>VCOE will continue to facilitate Foster Focus Data sharing system</p> <p>Foster Youth Coordinator will facilitate County Wide Meetings with School Districts to increase Collaboration and Coordinate services</p>	<p>VCOE will continue to facilitate Foster Focus Data sharing system</p> <p>Foster Youth Coordinator will continue to facilitate County Wide Meetings with School Districts to increase Collaboration and Coordinate services</p>	<p>VCOE will continue to facilitate Foster Focus Data sharing system</p> <p>Foster Youth Coordinator will continue to facilitate County Wide Meetings with School Districts to increase Collaboration and Coordinate services</p>	Priority 10

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>youth do not graduate because they lack access to district-approved AB216 graduation and partial credit policies.</p> <p>Metrics Foster youth transfer rate as measured by end of year data</p> <p>Number of districts serving high school foster youth who have partial credit and AB216 graduation policies</p>				<p>Foster Youth Coordinator will provide targeted and direct services to Foster Youth in Ventura County</p> <p>Assessment will be conducted as to number of districts providing access to district approved AB216 graduation and partial credit policies and provisions, including the ability to graduate with 130 credits.</p> <p>Assessment will be conducted to determine rate of Foster youth transfers to set baseline rate.</p>	<p>Foster Youth Coordinator will continue to provide targeted and direct services to Foster Youth in Ventura County</p> <p>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.</p> <p>Foster youth students transfer rate will decrease by 2% from prior year</p>	<p>Foster Youth Coordinator will continue to provide targeted and direct services to Foster Youth in Ventura County</p> <p>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.</p> <p>Foster youth students transfer rate will decrease by 1% from prior year</p>		
<p><i>For details on the metrics not applicable, please see the attached "Data Collection Matrix"</i></p>								

Section 3: Actions, Services, and Expenditures *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 the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.*

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charter wide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. 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 actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) 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?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, 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?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal #1 Student achievement will increase in the core academic areas	Priority 1 Priority 2 Priority 4 Priority 7 Priority 8	<p>All students will be required to participate in pre and post assessments, in local benchmark assessments and for students in special education progress towards yearly IEP goals in English Language Arts and Mathematics</p> <p>Students who have not passed, or are in danger of not passing the CAHSEE will receive targeted support in English and/or Math during a daily 40 minutes intervention period in groups of 20 or less</p> <p>After School Tutorial for CAHSEE intervention</p>	<p>All VCOE schools</p> <p>Gateway</p>		<p>Action: Full adoption and purchase of diagnostic assessment software program</p> <p>Expenditure: \$2,000 unrestricted software budget</p> <p>Action: Release time for 3 teachers at two days each (totaling 6 per diem days) to develop a plan to Adopt a CAHSEE intervention Curriculum</p> <p>Expenditure: \$2,550 unrestricted salary and benefits lines of the general fund budget</p>	<p>Action: Enrollment of all students into the diagnostic software program and payment of annual maintenance agreement</p> <p>Expenditure: \$2,000 unrestricted software licensing budget</p> <p>Action: Implement CAHSEE on Target intervention Curriculum for all eligible students</p> <p>Expenditure:\$1,000 Unrestricted supplies and instructional materials general fund budget</p>	<p>Action: Assessment of all students - pre and post every 60 days. and payment of annual maintenance agreement</p> <p>Expenditure :\$2,000 unrestricted software licensing budget</p> <p>Action: Release time for 3 teachers at two days each (totaling 6 per diem days) to assess impacts and effectiveness of CAHSEE intervention Curriculum</p> <p>Expenditure: \$2,550 unrestricted salary and benefits lines of the general fund budget</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>Technology for accessing the CCSS will be upgraded, including CAASPP testing Centers, and progress towards having a ratio of one-to-one for devices</p> <p>English Language Arts and Mathematics course materials aligned to the common core standards will be adopted /implemented and modified when necessary to meet the individual needs of students in special education</p> <p>Increase access to CTE course offerings during the regular school day, and after school.</p>	<p>All VCOE schools</p> <p>All VCOE Schools</p> <p>All VCOE Schools</p> <p>All VCOE Schools</p>		<p>Action: Provide program incentives including transportation</p> <p>Expenditure: \$10,000 restricted Federal budget, supplies and professional services</p> <p>Action: Technology upgrade, including CAASPP testing Centers. Purchase computers and installation of cabling</p> <p>Expenditure: \$40,000 Common Core professional services restricted budget</p> <p>Action: Mathematics course materials aligned to the common core state standards will be adopted.</p> <p>Expenditure: \$20,000 Unrestricted general fund instructional materials budget</p>	<p>Action: Provide program incentives including transportation</p> <p>Expenditure: \$10,000 restricted Federal budget, supplies and professional services</p> <p>Action: Technology upgrade, including implementation of one-to-one tablet technology for 10% of all students</p> <p>Expenditure \$20,000 Unrestricted general fund budget under supplies</p> <p>English Language Arts course materials aligned to the common core state standards will be adopted.</p> <p>Expenditure:\$20,000 Unrestricted general fund instructional materials budget</p>	<p>Action: Provide program incentives including transportation</p> <p>Expenditure: \$10,000 restricted Federal budget, supplies and professional services</p> <p>Action: Technology upgrade, including implementation of one-to-one tablet technology for 20% of all students</p> <p>Expenditure:\$20,000 Unrestricted general fund budget under supplies</p> <p>Release time 3 teachers for 2 days each= 6 days, to evaluate effectiveness of adopted instructional materials and make recommendations for supplemental materials</p> <p>Expenditure: \$2,550 Unrestricted salary and benefits budget</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>GED Test Preparation and Administration</p> <p>Transition to on-line GED Testing</p>	<p>All VCOE Schools</p> <p>All VCOE Schools</p>		<p>Action: Increase staffing by .25 to accommodate increased enrollment in CTE coursework</p> <p>Expenditure: \$20,000 unrestricted salary and benefits budget</p> <p>Action: Staffing of support personnel to administer GED/</p> <p>Expenditure: \$12,000 from unrestricted salaries and benefits general fund budget</p> <p>Action: Test preparation materials provided to students and provide staff training</p> <p>Expenditure: \$5,000 Unrestricted general fund budget under supplies and conference / training</p>	<p>Action: Increase staffing by .5 from baseline to accommodate increased enrollment in CTE coursework</p> <p>Expenditure: \$40,000 unrestricted salary and benefits budget</p> <p>Action: Staffing of support personnel to administer GED</p> <p>Expenditure: \$12,000 from LCFF general fund budget</p> <p>Action: Test preparation materials provided to students and provide staff training</p> <p>Expenditure: \$3,000 Unrestricted general fund budget under supplies and conference / training</p>	<p>Action: Increase staffing by 1.0 from baseline to accommodate increased enrollment in CTE coursework</p> <p>Expenditure: \$80,000 unrestricted salary and benefits budget</p> <p>Action: Staffing of support personnel to administer GED</p> <p>Expenditure: \$12,000 from LCFF general fund budget</p> <p>Action: Test preparation materials provided to students and offer staff training</p> <p>Expenditure: \$3,000 Unrestricted general fund budget under supplies and conference / training</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal #2 VCOE will enhance school safety and climate for students and staff and increase student engagement and success	Priority 1 Priority 5 Priority 6 Priority 8	Alternatives to suspension through the use of Behavioral Health service, Behavioral Plans, community service, and restorative discipline strategies	All VCOE Schools		Action: Increase service hours provided through Health and counseling services contracts by 5% from baseline set at end of 2013-14 school year Expenditure: \$2,000 Unrestricted professional services budget	Action: Increase service hours provided through Health and counseling services contracts by 5% from prior year Expenditure: \$2,000 Unrestricted professional services budget	Action: Increase service hours provided through Health and counseling services contracts by 5% from prior year Expenditure:\$2,000 Unrestricted professional services budget
			All VCOE Schools		Action: Provide training in restorative discipline to 5 staff members Expenditure: \$1,200 Unrestricted professional development budget and salary and benefits	Action: Provide training in restorative discipline to 5 additional staff members Expenditure: \$1,200 Unrestricted professional development budget and salary and benefits	Action: Provide refresher and/or initial training in restorative discipline to 5 staff Expenditure: \$1,200 Unrestricted professional development budget and salary and benefits
			Gateway		Action: Allocate overtime and extra duty stipends to guide restorative discipline efforts after hours Expenditures: \$5,000 unrestricted salary and benefits budget	Action: Allocate overtime and extra duty stipends to guide restorative discipline efforts after hours Expenditures: \$7,500 unrestricted salary and benefits budget	Action: Allocate overtime and extra duty stipends to guide restorative discipline efforts after hours Expenditures:\$10,000 unrestricted salary and benefits budget

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>Support personnel from Ventura County Probation</p> <p>Maintain a full time counselor position with a ratio of no more than 150:1 to meet the academic and socio-emotional needs of expelled students</p> <p>Incentive program to address high rates of absenteeism</p>	<p>Gateway</p> <p>All VCOE Schools</p> <p>Gateway</p>		<p>Action: Maintain Probation Officer assigned to Gateway</p> <p>Expenditure:\$100,000 unrestricted professional services budget</p> <p>Action: Maintain full time Counselor</p> <p>Expenditure:\$105,000 in restricted Federal Medi-Cal budget under salary and benefits</p> <p>Action: Design a student motivational program. Provide funding for motivational and educational field trips, student incentives and lunch and afterschool celebrations.</p> <p>Expenditures: \$5,000 Unrestricted supplies and services budget</p>	<p>Action: Maintain Probation Officer assigned to Gateway</p> <p>Expenditure:\$100,000 unrestricted professional services budget</p> <p>Action: Maintain full time Counselor</p> <p>Expenditure:\$105,000 in restricted Federal Medi-Cal budget under salary and benefits</p> <p>Action: Provide funding for motivational and educational field trips, student incentives and lunch and afterschool celebrations.</p> <p>Expenditures: \$7,500 Unrestricted supplies and services budget</p>	<p>Action: Maintain Probation Officer assigned to Gateway</p> <p>Expenditure:\$100,000 unrestricted professional services budget</p> <p>Action: Maintain full time Counselor</p> <p>Expenditure: \$105,000 in restricted Federal Medi-Cal budget under salary and benefits</p> <p>Action: Provide funding for motivational and educational field trips, student incentives and lunch and afterschool celebrations.</p> <p>Expenditures: \$10,000 Unrestricted supplies and services budget</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>Administer California Healthy kids Survey</p> <p>Maintain facilities in good repair.</p>	<p>All VCOE Schools</p> <p>Gateway, Penfield, Dwire, and Triggs schools</p>		<p>Action: CHKS Administration</p> <p>Expenditure:\$4,700 restricted TUPE Grant budget, professional services</p> <p>Action: Install new roof at Gateway School.</p> <p>Expenditure: \$150,000 unrestricted capital outlay deferred maintenance state fund 14 budget</p> <p>Action: Install fire protection system (sprinklers and fire alarm) at Penfield School.</p> <p>Expenditure: \$400,000 unrestricted capital outlay deferred maintenance state fund 14 budget.</p>	<p>Action: CHKS Administration Expenditure:\$4700 from TUPE Grant budget</p> <p>Action: Penfield School flooring replacement and interior wall retrofit</p> <p>Expenditure: \$300,000 unrestricted capital outlay deferred maintenance state fund 14 budget</p>	<p>Action: CHKS Administration Expenditure:\$4700 from TUPE Grant budget</p> <p>Action: Dwire School flooring replacement and interior wall retrofit</p> <p>Expenditure: \$300,000 unrestricted capital outlay deferred maintenance state fund 14 budget</p> <p>Action: Gateway School Exterior Paint</p> <p>Expenditure: \$60,000 unrestricted capital outlay deferred maintenance state fund 14 budget</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		School Safety Checks using canine searches will be implemented	All VCOE Schools		Action: Triggs School HVAC Replacement: Expenditure: \$80,000 unrestricted capital outlay deferred maintenance state fund 14 budget Action: Contract with locally approved vendor for no less than four inspections per year Expenditure: \$2,000 unrestricted professional services budget	Action: Contract with locally approved vendor for no less than six inspections per year Expenditure: \$3,000 unrestricted professional services budget	Action: Contract with locally approved vendor for no less than four inspections per year Expenditure: \$4,000 unrestricted professional services budget
Goal #3 VCOE will increase collaborative partnerships with parents, community members, and county service providers to support student success	Priority 1 Priority 3 Priority 6	Enhanced outreach to parents through automated call out system, communication home in English and Spanish, and the SARB Process.	All VCOE Schools		Action: Translation services, postage and associated costs of outreach efforts Expenditure: \$2,000 unrestricted supplies and professional services budget	Action: Maintain translation services and implementation of enhanced outreach including the creation of a SARB coordinator position Expenditure: \$100,000 Unrestricted supplies, salaries, and benefits budget	Action: Maintain translation services and SARB coordinator position and enhance outreach services Expenditure: \$110,000 unrestricted supplies, salaries and benefits budget

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Resources for school functions will be enhanced to include, child care, transportation, family service classes, and refreshments.	Gateway		Action: Refreshments, child care and transportation on 6 evening events Expenditure: \$2,700 unrestricted supplies and services general fund budget	Action: Provide child care, transportation and refreshments for school events Expenditure: \$3,000 unrestricted supplies and services general fund budget	Action: Provide child care and refreshments for school events Expenditure: \$3,000 unrestricted supplies and services general fund budget
Goal #4 Provide Ventura County Expelled Youth with a rigorous academic environment, while providing rehabilitation services and social and emotional support	Priority 9	Socio-emotional and rehabilitative Counseling Services will be provided to expelled students as appropriate Transportation will be provided to all expelled students attending Gateway Community School A full time transition specialist (support position) will facilitate communication and collaboration among school districts, COE, and Ventura County Probation			Action: Counseling services contracts: Expenditure: \$35,000 unrestricted professional services Action: Provide bus service to Gateway Expenditure:\$155,000 Unrestricted professional services general fund budget Action: Maintain staffing of full time Transition Specialist Expenditure: \$74,000 Unrestricted salaries and benefits general fund budget	Action: Counseling services contracts: Expenditure: \$35,000 Unrestricted professional services Action: Provide bus service to Gateway Expenditure:\$155,000 Unrestricted professional services general fund budget Action: Maintain staffing of full time Transition Specialist Expenditure: \$74,000 Unrestricted salaries and benefits general fund budget	Action: Counseling services contracts: Expenditure: \$35,000 Unrestricted professional services Action: Provide bus service to Gateway Expenditure:\$155,000 Unrestricted professional services general fund budget Action: Maintain staffing of full time Transition Specialist Expenditure: \$74,000 Unrestricted salaries and benefits general fund budget

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>Goal #5 Provide Ventura County Foster Youth with access to stable school environments and accessible academic programs</p>	<p>Priority 10</p>	<p>Provide coordination and support to districts to increase services and opportunities for Foster Youth throughout the county.</p>			<p>Action: Coordinate services and support provided by the VCOE Foster Youth Coordinator.</p> <p>Expenditure: \$110,000 unrestricted salaries and benefits general fund budget</p> <p>Action: Monitor district implementation of AB216</p> <p>Expenditure: Youth Coordinator position included above</p> <p>Action: Set baseline data on the rate of Foster Youth transfer within Ventura County</p>	<p>Action: Coordinate services and support provided by the VCOE Foster Youth Coordinator. Survey districts and Foster Youth to determine if additional services are needed.</p> <p>Expenditure: \$110,000 unrestricted salaries and benefits general fund budget</p> <p>Action: Continue to monitor district implementation of AB216 and make contact with districts when necessary</p> <p>Expenditure: Youth Coord. position included above</p> <p>Action: Monitor that data demonstrates that the rate of FY transfer is declining. If not, initiate a plan to address the problem.</p>	<p>Action: Continue to provide services and support. Make adjustments based upon survey data from Year 2</p> <p>Expenditure: \$110,000 unrestricted salaries and benefits general fund budget</p> <p>Action: Continue to monitor district implementation of AB216 and make contact with districts when necessary</p> <p>Expenditure: Youth Coordinator position included above</p> <p>Action: Monitor that data demonstrates that the rate of FY transfer is declining. If not, initiate a plan to address the problem.</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					Expenditure: Youth Coordinator position included above	Expenditure: Youth Coordinator position included above	Expenditure: Youth Coordinator position included above

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal #1 Student achievement will increase in the core academic areas	Priority 1 Priority 4 Priority 7 Priority 8	For Low Income (LI) Pupils: Priority access to accelerated course work and college and career planning.	Gateway		Action: Counselor will meet with no less than 25% of LI students for college and career planning @10% of Counselor FTE Expenditure: \$10,500 restricted federal Medi-Cal salaries and benefits budget	Action: Counselor will meet with no less than 40% of LI students for college and career planning @12% of Counselor FTE Expenditure: \$12,600 restricted federal Medi-Cal salaries and benefits budget	Action: Counselor will meet with no less than 50% of LI students for college and career planning @15% Counselor FTE Expenditure: \$15,700 restricted federal Medi-Cal salaries and benefits budget

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>After school intervention program targeting English and/or Math in groups of 10 or less for LI students</p> <p>Career and Technical Education Course enrollment and support</p>	<p>Gateway</p> <p>Gateway</p>		<p>Action: Provide after school intervention services and provide transportation for approximately 20 LI students targeting English or Math in groups of 10 or less</p> <p>Expenditure: \$30,000 federal restricted professional services and \$20,000 unrestricted professional services budget</p> <p>Action: LI students will receive prioritized enrollment. Transportation and material fees will be waived for CTE course offerings</p> <p>Expenditure:\$5,000 unrestricted supplies and services budget</p>	<p>Action: Provide after school intervention services and transportation for approximately 30 LI students targeting English and/or Math in groups of 10 or less</p> <p>Expenditure: \$35,000 federal restricted professional services and \$25,000 unrestricted professional services budget</p> <p>Action: Recruit LI students who will receive prioritized enrollment. Transportation and material fees will be waived for CTE course offerings</p> <p>Expenditure:\$7,500 unrestricted supplies and services budget</p>	<p>Action: Provide after school intervention services and transportation for approximately 30 LI students targeting English and/or Math in groups of 10 or less</p> <p>Expenditure: \$35,000 federal restricted professional services and \$25,000 unrestricted professional services budget</p> <p>Action: Increase the number of participating LI students, all of whom will receive prioritized enrollment. Transportation and material fees will be waived for CTE course offerings</p> <p>Expenditure:\$10,000 unrestricted supplies and services budget</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal #1	Priority 1 Priority 4 Priority 7 Priority 8	<p>For English Learners: EL students will use CCSS (Common Core State Standards) English Language Arts and mathematics course materials aligned to the English Language Development (ELD) Standards through the APEX on-line Literacy Advantage Courses.</p> <p>Professional Development in English Language Development (ELD) Standards and ELD Teaching Strategies</p> <p>Implementation of technology in the classrooms</p>	<p>All VCOE Schools</p> <p>All VCOE Schools</p> <p>All VCOE Schools</p>		<p>Action: Purchase necessary materials for APEX coursework and supplementary materials. Purchase software licenses as necessary</p> <p>Expenditure: \$5,000 federal restricted supplies general fund budget</p> <p>Action: 20 Teachers will receive training and teacher reference materials in the English Language Development (ELD) Standards and ELD Teaching Strategies</p> <p>Expenditure: \$3,000 professional development restricted Federal budget</p> <p>Action: Release time of one teacher for two days to plan and conduct assessment of technology infrastructure</p>	<p>Action: Purchase additional supplementary materials for APEX coursework and consumable instructional materials as needed</p> <p>Expenditure: \$5,000 federal restricted supplies general fund budget</p> <p>Action: 20 Teachers will receive refresher training and teacher reference materials in the English Language Development (ELD) Standards and ELD Teaching Strategies</p> <p>Expenditure: \$2,500 professional development restricted Federal budget</p> <p>Action: Priority will be given to EL students for one-on-one technology purchase of approximately 15 tablets</p>	<p>Action: Purchase additional APEX, consumable instructional materials as needed</p> <p>Expenditure: \$5,000 federal restricted supplies general fund budget</p> <p>Action: 20 Teachers will receive refresher training and teacher reference materials in the English Language Development (ELD) Standards and ELD Teaching Strategies</p> <p>Expenditure: \$2,500 professional development restricted Federal budget</p> <p>Action: Priority will be given to EL students for one-on-one technology purchase of approximately 30 tablets</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>Targeted support for EL students during a daily 40-minute intervention period in groups of 15 or less and for students in special education, students will have individualized ELD IEP goal(s).</p> <p>After school intervention program targeting English and/or Math in groups of 10 or less</p>	<p>Gateway</p> <p>Gateway</p>		<p>readiness, inventory of current devices, evaluation and selection of preferred technology plan</p> <p>Expenditure: \$900 in Unrestricted salaries and benefits general fund budget</p> <p>Action: Purchase Milestones curriculum and all supporting materials / Professional development for no less than 10 teachers</p> <p>Expenditure: \$2,000 Unrestricted supplies and services budget</p> <p>Action: Approximately 20 EL students who have not passed or are in danger of not passing the CAHSEE will be identified, enrolled, and provided transportation home from an after school</p>	<p>Expenditure: \$6,000 unrestricted supplies budget</p> <p>Action: Purchase additional supporting or replacement curriculum for or Milestones / Additional Professional development</p> <p>Expenditure: \$2,000 Unrestricted supplies and services budget</p> <p>Action: Approximately 30 EL students who have not passed or are in danger of not passing the CAHSEE will be identified, enrolled, and provided transportation home from an after school</p>	<p>Expenditure: \$12,000 unrestricted supplies budget</p> <p>Action: Purchase additional supporting or replacement curriculum for or Milestones / Additional Professional development</p> <p>Expenditure: \$2,000 Unrestricted supplies and services budget</p> <p>Action: Approximately 30 EL students who have not passed or are in danger of not passing the CAHSEE will be identified, enrolled, and provided transportation home from an after school intervention program targeting</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					intervention program targeting English and/or Math in groups of 10 or less. Expenditure: \$7,000 unrestricted supplies and services budget	intervention program targeting English and/or Math in groups of 10 or less. Expenditure:\$10,000 unrestricted supplies and services budget	English and/or Math in groups of 10 or less. Expenditure:\$10,000 Unrestricted supplies and services budget
Goal #1	Priority 1 Priority 4 Priority 7 Priority 8	Redesignated Fluent English Proficient (RFEP) Learners: RFEP students will receive targeted support in the core academic course through the use of SDAIE instructional strategies. English Language Arts and Mathematics courses with SDAIE instructional support through the APEX on-line Literacy Advantage Courses.	Gateway All VCOE Schools		Action: Approximately 20 Teachers will receive training in SDAIE teaching strategies Expenditure:\$3,000 restricted Federal salaries, benefits and professional development budget Action: Purchase software licenses and supplementary material to support the increased availability of APEX on-line Literacy Advantage Courses.	Action: Approximately 20 Teachers will receive refresher training in SDAIE teaching strategies Expenditure:\$2,500 restricted Federal salaries, benefits and professional development budget Action: Renew software licenses and supplementary material to support the increased availability of APEX on-line Literacy Advantage Courses.	Action: Renew software licenses and supplementary material to support the increased availability of APEX on-line Literacy Advantage Courses. Expenditure:\$15,000 restricted Federal supplies and software licensing budget Action: Priority will be given to EL students for one-on-one technology purchase of approximately 5 tablets

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Priority given to RFEP students for one-on-one technology.	All VCOE Schools		Expenditure:\$15,000 restricted Federal supplies and software licensing budget Action: Assess infrastructure, technology readiness, and current device capability. Use results to inform future purchases of one-on-one devices. Expenditure: \$3,000 Unrestricted supplies budget	Expenditure:\$15,000 restricted Federal supplies and software licensing budget Action: Priority will be given to RFEP students for one-on-one technology purchase of approximately 5 tablets Expenditure: \$2,000 unrestricted supplies budget	Expenditure:\$15,000 in restricted Federal supplies and software licensing budget Action: Identify an additional 5 RFP students to receive one-on-one technology Expenditure:\$2,000 Unrestricted supplies budget
Goal #1	Priority 1 Priority 4 Priority 8 Priority 7	For Foster Youth Learners: 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,	All VCOE Schools		Action: Maintain staffing of Foster Youth Liaison Support Position Expenditure: \$112,000 unrestricted salaries, benefits and supplies budget	Action: Maintain staffing of Foster Youth Liaison Support Position Expenditure: \$112,000 unrestricted salaries, benefits and supplies budget	Action: Maintain staffing of Foster Youth Liaison Support Position Expenditure: \$112,000 unrestricted salaries, benefits and supplies budget

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		including the ability to graduate with 130 credits.					
Goal #2 VCOE will enhance school safety and climate for students and staff and increase student engagement and success	Priority 5 Priority 6 Priority 7	For Low Income Pupils: 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 LI students will be identified and prioritized for participation in incentive programs to address high rates of absenteeism	All VCOE Schools All VCOE Schools		Action: Approximately 20 teachers will receive training in positive behavioral support strategies - CHAMPS Expenditure: \$3,000 Federal restricted professional development budget Action: Purchase of student incentives and materials and supplies to support program Expenditure: \$5,000 Unrestricted supplies budget Action: Schedule assemblies, field trips and lunch and	Action: Approximately 20 teachers and staff will be provided professional development and training in Restorative Discipline principals and their effect on low income students. Expenditure: \$3,000 Federal restricted professional development budget Action: Purchase of student incentives and materials and supplies to support program Expenditure: \$5,000 Unrestricted supplies budget Action: Schedule assemblies, field trips and lunch and	Approximately 20 Teachers will receive refresher trainings training in CHAMPS and Restorative Discipline Expenditure: \$3,000 Federal restricted professional development budget Action: Purchase of student incentives and materials and supplies to support program Expenditure: \$5,000 Unrestricted supplies budget Action: Schedule assemblies, field trips and lunch and afterschool activities

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					afterschool activities designed to meet the needs and interests of low income students Expenditure: \$2,000 unrestricted supplies and services general fund budget	afterschool activities designed to meet the needs and interests of low income students Expenditure: \$2,000 unrestricted supplies and services general fund budget	designed to meet the needs and interests of low income students Expenditure: \$2,000 unrestricted state supplies and services general fund budget
Goal #2	Priority 5 Priority 6 Priority 7	For English Learners and Re-designated Fluent English Proficient Learners: 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	All VCOE Schools		Action: Transportation, entrance and consultant fees Expenditure: \$5,000 unrestricted services general fund budget	Action: Transportation, entrance and consultant fees Expenditure: \$5,000 unrestricted services general fund budget	Action: Transportation, entrance and consultant fees Expenditure: \$5,000 unrestricted services general fund budget
Goal #2	Priority 5 Priority 6 Priority 7	For Foster Youth Learners: Foster Youth students will be offered academic tutoring, counseling, and information regarding AB216 and AB490 provisions. Foster Youth will receive priority enrollment in SES, CTE and supplemental programs.	All VCOE Schools		Action: Tutoring services and informing Foster Youth of specific available services Expenditure: \$50,000 restricted state professional services budget	Action: Tutoring services and informing Foster Youth of specific available services Expenditure: \$50,000 restricted state professional services budget	Action: Tutoring services and informing Foster Youth of specific available services Expenditure: \$50,000 restricted state professional services budget

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal #3 VCOE will increase collaborative partnerships with parents, community members, and county service providers to support student success	Priority 3 Priority 6	For Low Income Pupils: LI 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.	All VCOE Schools		Action: Fees waived for community services and parenting classes on campus, during, and after school. Expenditure:\$2,500 unrestricted supplies and services budget	Action: Fees waived for community services and parenting classes on campus, during, and after school. Expenditure:\$2,500 unrestricted supplies and services budget	Action: Fees waived for community services and parenting classes on campus, during, and after school. Expenditure: \$2,500 unrestricted supplies and services budget
Goal #3	Priority 3 Priority 6	For English Learners: EL students in need of individual and family services will be identified and prioritized by the counseling staff, for access to community services in Spanish on campus, during, and after school. Child care, bilingual parenting classes, and translation services will be provided for all Open House, Back to school night, and committee meetings.	All VCOE Schools All VCOE Schools		Action: Fees waived for community services and parenting classes on campus, during, and after school. Expenditure:\$2,500 unrestricted supplies and services budget Action: Staffing of child care and translation services Expenditure: \$5,000 Unrestricted salaries, benefits and professional services budget	Action: Fees waived for community services and parenting classes on campus, during, and after school. Expenditure:\$2,500 unrestricted supplies and services budget Action: Staffing of child care and translation services Expenditure: \$6,000 Unrestricted salary, benefits and professional services budget	Action: Fees waived for community services and parenting classes on campus, during, and after school. Expenditure:\$2,500 unrestricted supplies and services budget Action: Staffing of child care translation services Expenditure: \$6,000 Unrestricted salary, benefits and professional services budget

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal #3	Priority 3 Priority 6	<p>Re-designated Fluent English Proficient Learners: Prioritized by the access to individual and family services in Spanish on campus, during, and after school.</p> <p>Child care, bilingual parenting classes, translation services, and will be provided for all Open House, Back to school night, and committee meetings.</p>	Gateway Gateway		<p>Action: Fees waived for community services on campus, during, and after school and translation services. Expenditure: \$2,000 unrestricted Professional development budget</p> <p>Action: Staffing of child care and translation services Expenditure: \$3,000 unrestricted salary, benefits, and professional services budget</p>	<p>Action: Fees waived for community services on campus, during, and after school and translation services. Expenditure: \$2,000 unrestricted Professional development budget</p> <p>Action: Staffing of child care and translation services Expenditure: \$3,000 unrestricted salary, benefits and professional services budget</p>	<p>Action: Fees waived for community services on campus, during, and after school and translation services. Expenditure: \$2,000 unrestricted Professional development budget</p> <p>Action: Staffing of child care translation services Expenditure: \$3,000 unrestricted salary, benefits, and professional services budget</p>
Goal #3	Priority 3 Priority 6	<p>For Foster Youth Learners: Increased communication and collaboration through VCOE school representation at the County quarterly foster youth meetings.</p>	All VCOE Schools		<p>Action: Maintain VCOE attendance and participation at Foster Youth Meetings, mileage reimbursements provided Expenditure: \$200 Restricted state supplies and mileage budget</p>	<p>Action: Maintain VCOE attendance and participation at Foster Youth Meetings – mileage reimbursements provided Expenditure: \$200 Restricted state supplies and mileage budget</p>	<p>Action: Maintain VCOE attendance and participation at Foster Youth Meetings –mileage reimbursements provided Expenditure: \$200 Restricted state supplies and mileage budget</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Collaboration will be strengthened through participation in collaborative meetings with Casa Pacific, Big Brother/Big Sisters, and Ventura County Behavioral Health.			Action: Maintain VCOE attendance and participation with community service organizations and social services Expenditure: \$200 Restricted state supplies and mileage budget	Action: Maintain VCOE attendance and participation with community service organizations and social services Expenditure: \$200 Restricted state supplies and mileage budget	Action: Maintain VCOE attendance and participation with community service organizations and social services Expenditure: \$200 Restricted state supplies and mileage budget

C. Describe the LEA's increase in 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 charter wide 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 school site 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 priority areas. (See 5 CCR 15496(b) for guidance.)

VCOE will receive approximately \$1,200,000 revenue attributed to the basis and number of low income, foster youth, and English learner pupils. The funds will be used 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.

D. 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). 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). 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.

The percentage by which services for unduplicated pupils will be increased or improved as compared to the services provided to all pupils in the LCAP year is 2.6%. VCOE will provide an increased amount of 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.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.