

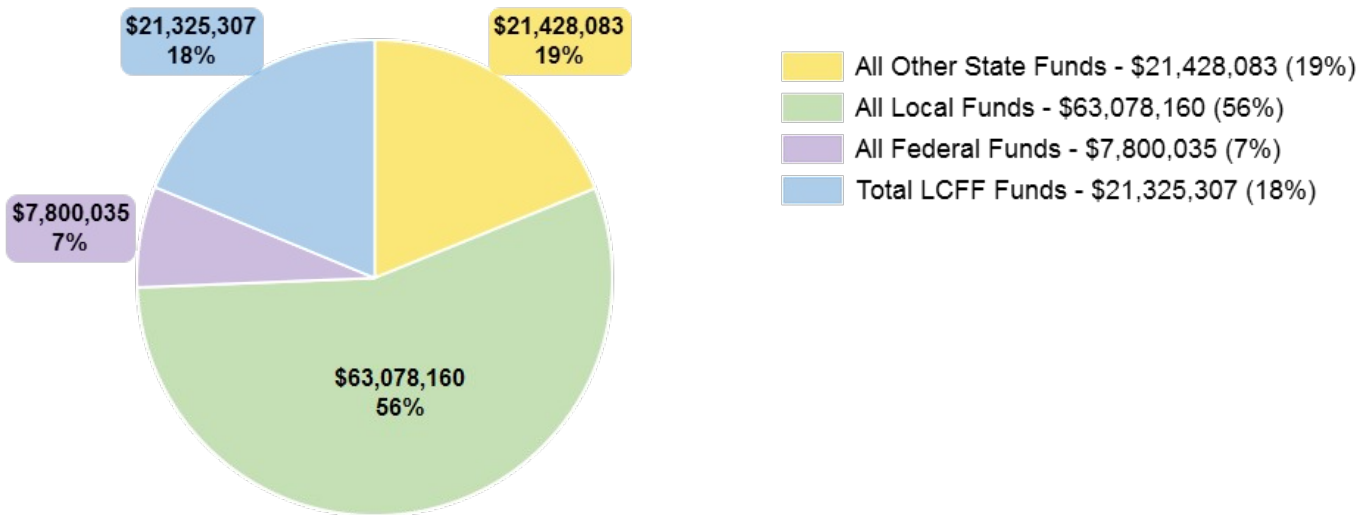
# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Ventura County Office of Education  
 CDS Code: 56105610000000  
 Local Control and Accountability Plan (LCAP) Year: 2019-20  
 LEA Contact Information: Stanley Mantooth | mantooth@vcoe.org | 805-383-1901

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

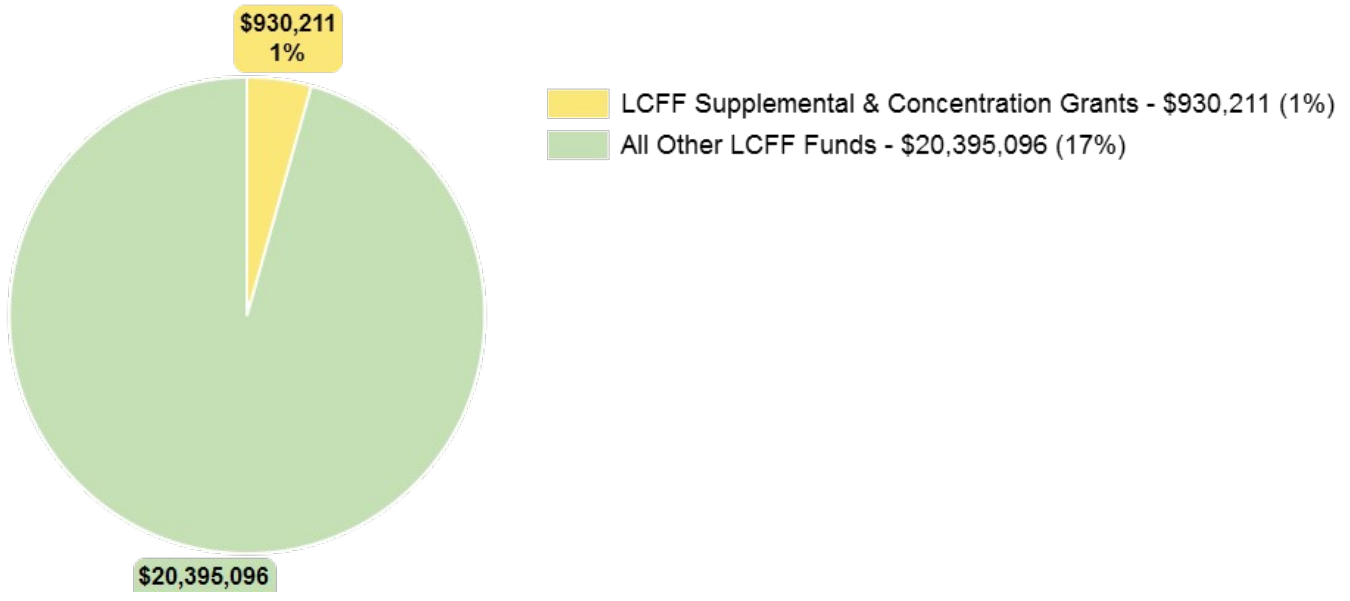
## Budget Overview for the 2019-20 LCAP Year

### Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	\$21,428,083	19%
All Local Funds	\$63,078,160	56%
All Federal Funds	\$7,800,035	7%
Total LCFF Funds	\$21,325,307	18%

## Breakdown of Total LCFF Funds



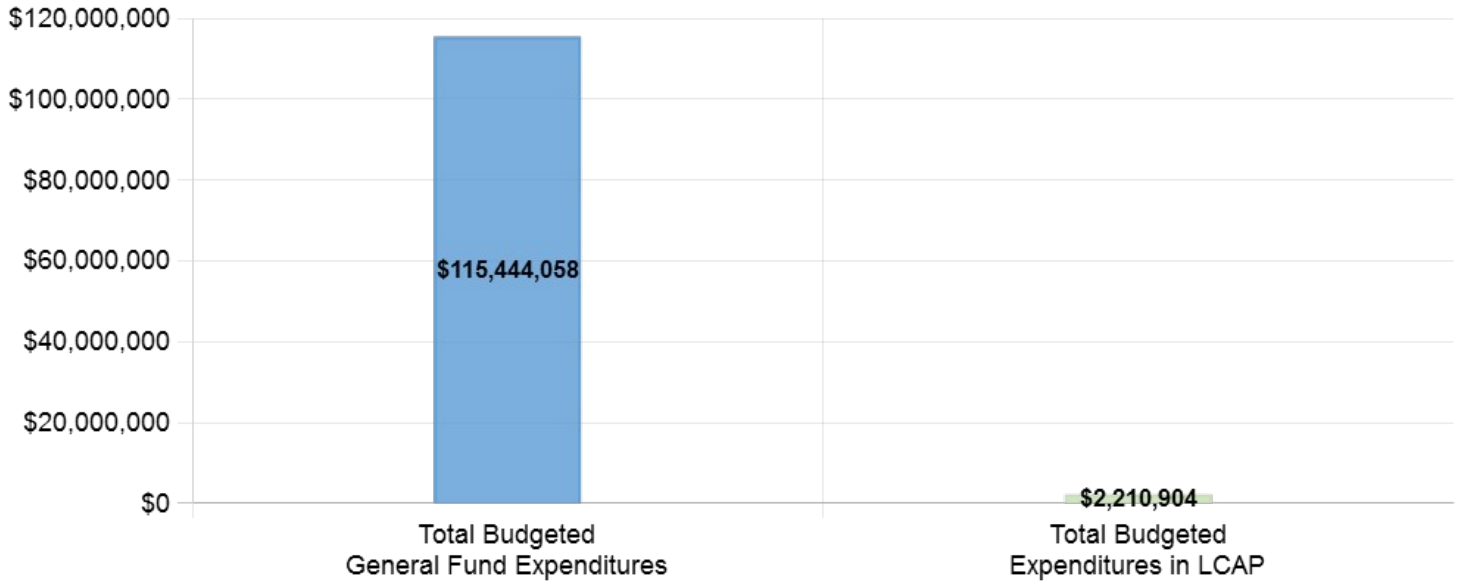
Source	Funds	Percentage
LCFF Supplemental & Concentration Grants	\$930,211	1%
All Other LCFF Funds	\$20,395,096	17%

*These charts show the total general purpose revenue Ventura County Office of Education expects to receive in the coming year from all sources.*

The total revenue projected for Ventura County Office of Education is \$113,631,585, of which \$21,325,307 is Local Control Funding Formula (LCFF), \$21,428,083 is other state funds, \$63,078,160 is local funds, and \$7,800,035 is federal funds. Of the \$21,325,307 in LCFF Funds, \$930,211 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and

## Budgeted Expenditures



Source	Funds
Total Budgeted General Fund Expenditures	\$115,444,058
Total Budgeted Expenditures in LCAP	\$2,210,904

*This chart provides a quick summary of how much Ventura County Office of Education plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.*

Ventura County Office of Education plans to spend \$115,444,058 for the 2019-20 school year. Of that amount, \$2,210,904 is tied to actions/services in the LCAP and \$113,233,154 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

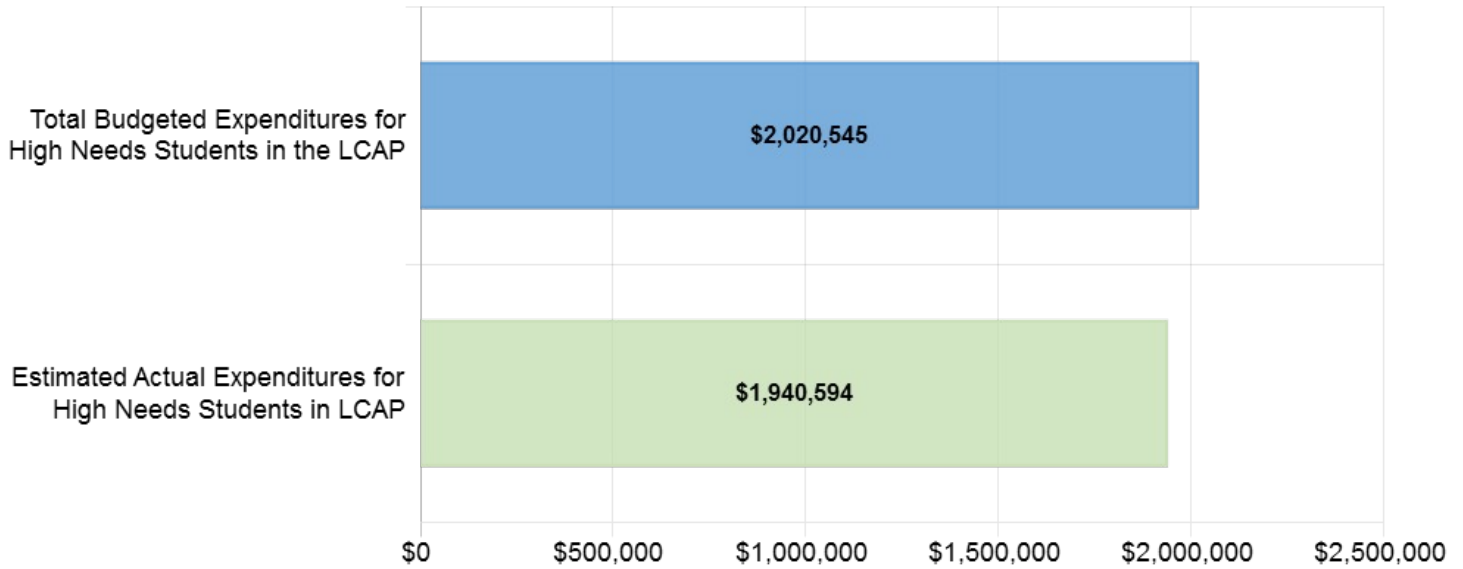
VCOE operates many programs that are not included in the LCAP. Examples of those programs and not limited to, are: Migrant Education, After School Safety and Education, Library, various Child Development / Early Childhood programs, Countywide Student Competitions, Charter School Oversight, Fiscal Oversight of the 19 school districts in Ventura County, Comprehensive Health and Prevention programs, and many other county programs.

## Increase or Improved Services for High Needs Students in 2019-20

In 2019-20, Ventura County Office of Education is projecting it will receive \$930,211 based on the enrollment of foster youth, English learner, and low-income students. Ventura County Office of Education must demonstrate the planned actions and services will increase or improve services for high needs

# Update on Increased or Improved Services for High Needs Students in 2018-19

## Current Year Expenditures: Increased or Improved Services for High Needs Students



Source	Funds
Total Budgeted Expenditures for High Needs Students in the LCAP	\$2,020,545
Estimated Actual Expenditures for High Needs Students in LCAP	\$1,940,594

*This chart compares what Ventura County Office of Education budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Ventura County Office of Education estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.*

In 2018-19, Ventura County Office of Education's LCAP budgeted \$2,020,545 for planned actions to increase or improve services for high needs students. Ventura County Office of Education estimates that it will actually spend \$1,940,594 for actions to increase or improve services for high needs students in 2018-19. The difference between the budgeted and actual expenditures of \$79,951 had the following impact on Ventura County Office of Education's ability to increase or improve services for high needs students:

In 2018-19 VCOE had a decline in projected enrollment resulting in a decline in received revenue. This did not impact the actions and or services. All actions and services detailed in each goal were provided to the students enrolled.

# Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2019-20

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

## LEA Name

Ventura County Office of Education

## Contact Name and Title

Stanley Mantooth

Superintendent

## Email and Phone

[mantooth@vcoe.org](mailto:mantooth@vcoe.org)

805-383-1901

## 2017-20 Plan Summary

### The Story

Describe the students and community and how the LEA serves them.

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

Gateway Community School serves expelled and referred students in grades 6-12. Students enrolled at Gateway deal with challenges such as: credit deficiency, chronic truancy, severe behavioral issues, substance abuse, mental health issues, gang involvement and academic skills gaps. Students at Gateway have access to the core curriculum, specialized academic instruction and other related services, career education and English Language Development services. In addition, Gateway provides drug and alcohol treatment, behavioral health services, restorative practices and intensive supervision by the Ventura County Probation Agency in addition to the academic program.

Providence School provides educational services to minors incarcerated in the Ventura County Juvenile Justice Detention Facility. Educational programs include access to the core curriculum, specialized academic instruction and other related services, career education and English Language Development services. As with Gateway, student transiency introduces numerous challenges to the program offerings an outcomes. In response to these needs, the school partners with Ventura County Probation, Ventura County Behavioral Health, and numerous community-based organizations to provide comprehensive

support services.

VCOE special education students are served in three types of placements: students with developmental delays, students with social-emotional needs, and students with a diagnosis of Autism Spectrum Disorder (ASD). Each of these programs provides specialized services delivered by highly trained teachers, paraeducators, school psychologists, nurses, occupational therapists, speech pathologists, behavioral specialists, physical therapists, and vision specialists 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.

Students with intensive social-emotional needs and/or behavioral needs are served in the Phoenix and James Foster Programs. Phoenix School consists of three separate campuses and serves students in grades K-12 while Foster serves students in grades 6-8. Phoenix and Foster include a partnership with the Ventura County Behavioral Health to provide mental health services based on the student's Individualized Education Program (IEP). Students in these schools undertake a course of study in academics similar to their general education peers of the same age. Lastly, students with Autism Spectrum Disorder (ASD) are served at Triton Academy which is a highly specialized, researched-based school environment designed to address the needs of students with ASD, grades 3 -12. The program specifically addresses the language, communication, behavioral, sensory and social needs which are often associated with ASD through evidence-based practices.

Gateway Community School, Providence Court School and Special Education schools have access to CTE programs. Services include specialized courses such as Auto Technology, Entrepreneur, Sound Engineering, and Agriculture.

## **LCAP Highlights**

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

The VCOE LCAP for 2018-19 represents a continuation of our major goals which are: (1) Improve Academic Achievement, (2) Improve School Climate and Culture (3) Increase Community and Parent Partnerships (4) Facilitate Services to Expelled Youth (5) Facilitate Services to Foster Youth. It is also important to note that due to the unique nature of our county office programs, an emphasis was placed on metrics most applicable to our programs which include: 1-year graduation rate, suspension rate, chronic absenteeism rate, discipline referrals, provision of counseling services and career education course completion. Academically, an effort was made to document a shift to more project-based learning and authentic assessments of student work. VCOE also worked to eliminate actions and services detailed in previous years of the LCAP when such actions and services were accomplished and shifted to those actions and services requiring more focus. VCOE revised metrics to reflect a more accurate picture of increased and improved services. Finally, a continued focus in VCOE's LCAP was the update and modernization of school environments to promote school safety and climate.

## **Review of Performance**

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

## **Greatest Progress**

Although there were numerous areas where VCOE made significant progress in better serving its students, the following items represent the areas of greatest progress:

1. Implementation of standards aligned instructional materials in English Language Arts (ELA) and English Language Development (ELD), History-Social Science, and Science.
2. Academic achievement improved as evidenced by 6.75% improvement in pre to post test outcomes in Math.
3. Full Implementation of a Foster Youth Transportation MOU and corresponding service to Foster Youth among school districts, VC Human Services Agency and VC Probation.
4. Improvements to facilities and technology
5. An increase in support services provided to students at Gateway, from 1544 counseling sessions to 1604 which is a 3.89% increase.
6. Reduced number of unduplicated student suspensions by 18.52% at Gateway, from 27 unduplicated suspensions to 22 unduplicated suspensions. Reduced the number of unduplicated student suspensions by 25% at Phoenix, from 40 unduplicated suspensions in 2017-18 to 30 unduplicated suspensions in 2018-19.
7. Decreased the amount of time it takes from date of expulsion to first date of attendance to Gateway School which was 24 days in 2017-18 and currently is 12 days.
8. Increased emphasis on supporting of campus safety and climate in response to strong stakeholder input.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

## **Greatest Needs**

1. Increase overall attendance and reduce Chronic Absenteeism Rate
2. Increase Graduation Rate
3. Increase College and Career Indicator Rate by continuing to increase college and career readiness opportunities/career education course completion

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

## Performance Gaps

1. For Low income students, VCOE needs to continue to increase engagement and college and career readiness through the increased infusion of career education and project-based learning.
2. For English Learners, VCOE needs to continue to implement standards aligned instructional materials and continue to provide professional development to staff teaching English Learners.
3. For Foster Youth, VCOE needs to continue to work with districts to improve accessibility of student information regarding Foster status to all educators in a position to assist the teachers including classroom teachers and site administrators.

## Comprehensive Support and Improvement

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

### Schools Identified

Identify the schools within the LEA that have been identified for CSI.

N/A

### Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

N/A

### Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

N/A



# Annual Update

## LCAP Year Reviewed:

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 1

### Goal 1

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

### State and/or Local Priorities addressed by this goal:

**State Priorities:** 1, 4, 5, 7, 8, 9, 10

**Local Priorities:**

## Annual Measurable Outcomes

### Expected

### Actual

100% of students had access to standards aligned History-Social Science instructional materials

- Outcome Met

**Expected**

Students increase by 5% from pre to post test (STAR Reading)

Students increase by 5% from pre to post test (STAR Math)

No longer measured (Failed Placements)

80% of Gateway students will complete a CTE Course

Minimum of 8 students from Phoenix and Triton (Participation in CTE)

**Actual**

Decreased by 23%  
Average pre scale score was 457 and average post scale score was 349.  
- Outcome Not Met

Increased by 6.75%  
Average pre scale score was 652 and average post scale score was 686.  
-Outcome Met

No longer measured

50% of Gateway students completed a CTE Course which was 96 students  
  
- Outcome Not Met

16 students from Phoenix and Triton participated in CTE (CEC joint courses)  
  
- Outcome Met

**Expected**

100% of History-Social Science courses will be aligned to the California State Standards

Maintain at 85% (Students passing HiSet)

100% of Teachers working with appropriate credential

No less than 90% of seniors identified in September will graduate on time (Graduation Rate)

**Actual**

100% of History-Social Science courses aligned to the California State Standards  
 - Outcome Met

Exceeded 85%, at 100%  
 - Outcome Met

100% of Teachers worked with appropriate credential  
 - Outcome Met

90% of seniors identified at Gateway will graduate on time  
 - Outcome Met

**Actions/Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 1**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Goal 1 - Action 1

Goal 1 - Action 1

Increasing the accessibility of the California State Standards (CSS) will be improved through:

Increased the accessibility of the California State Standards (CSS) improved through:

a. Implementing standards-aligned instructional materials in History-Social Science

a. Implemented standards-aligned instructional materials in History-Social Science

b. Ensuring all courses are aligned to CA State Standards including History-Social Science courses

The following standards aligned instructional materials were implemented and supported:  
 Unique Learning Systems continued to be implemented in pre-school through post-secondary

c. No fewer than 5 teachers will receive Professional Development covering implementation of the California History-Social Science Standards

Unique Curriculum Training on August 10th for moderate/severe teachers. Teachers from VCOE SPED Schools/Programs participated.

d. Assess students no less than quarterly using formative

Google Classroom Training for Teachers on September 26th. 26 teachers and 4 administrators from VCOE SPED Schools/Programs participated.

e. Regularly communicate to students the level of their

- a. \$40,000
- b. \$5,000
- c. \$3,000
- d. \$5,000
- e. \$5,000

- a. \$54,495.81
- b. \$3,357.86
- c. \$5,240.56
- d. \$6,616.68
- e. \$4686.20

**Planned Actions/Services**

academic skills as assessed and ensure greater consistency in test administration including ensuring that student tests with their own teacher.

**Actual Actions/Services**

History-Social Science Standards & Shifts Training on March 20th was facilitated by the VCOE Curriculum & Instruction team. 19 teachers and 1 administrator from Gateway, Providence, Triton and Foster participated.

b. Ensured all courses were aligned to CA State Standards including History-Social Science courses  
History-Social Science school to school collaboration on December 19th.

c. No fewer than 5 teachers received Professional Development covering implementation of the California History-Social Science Standards  
History-Social Science Training on February 13th facilitated by the VCOE Curriculum & Instruction team.

**Budgeted Expenditures**

**Estimated Actual Expenditures**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

An additional 6 teachers from Gateway school and 2 teachers from SPED schools received professional development covering implementation of the California History-Social Science Standards, dates included April 10th and May 1st.

d. Assessed students no less than quarterly using formative assessments in ELA and Math. Gateway and Providence students are assessed upon initial enrollment, for students who do not return to home school, assessments are on-going in ELA and Math – the teacher of record completed assessments. SPED students are assessed by their case manager and on-going by teacher of record and through the IEP process.

e. Regularly communicated to students the level of their academic skills as assessed

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

and ensured greater consistency in test administration including ensuring that students tested with their own teacher. The Gateway school and Providence school counselors worked with students, teachers and administrators to ensure these actions were taken. Additionally, case managers worked with the team members of students with IEPs to ensure services were provided. The Special Education Program Specialist supported this goal through the work done with student report cards.

- All actions taken / services provided

**Action 2**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Goal 1 - Action 2

Goal 1 - Action 2

a. \$22,000  
 b. \$2,000

a. \$22,292.28  
 b. \$1,915.22

**Planned Actions/Services**

VCOE will work to increase the career readiness of the students we serve by:

- a. Counselor will meet with no less than 90% of students at Gateway School for college and career planning. Expense represents 15% of Counselor FTE
- b. Continue to increase the enrollment in CTE courses among VCOE students
- c. Extended School Year enrichment program at Gateway School emphasizing integration of career education and common core standards attainment via project-based learning will be provided.
- d. Educational services and transportation for approximately 35 students will be provided with LI, EL and Foster Youth receiving priority

**Actual Actions/Services**

VCOE worked to increase the career readiness of the students we serve by:

- a. Counselor met with no less than 90% of students at Gateway School for college and career planning. Expense represents 15% of Counselor FTE.
- b. Continue to increase the enrollment in CTE courses among VCOE students  
50% of Gateway students completed a CTE Course which was 96 students.  
Increased the enrollment in CTE courses among Phoenix and Triton students by 50% from 8 students in 2017-18 to 16 students in 2018-19, CEC facilitated CTE overview with VC Probation, Career Education Center conducted class visits at Gateway High School to provide an overview and to promote the CTE program/college and career

**Budgeted Expenditures**

- c. \$22,000
- d. \$5,000

**Estimated Actual Expenditures**

- c. \$23,967.52
- d. \$5,194.77



**Planned Actions/Services**

enrollment.

**Actual Actions/Services**

readiness, implemented CEC fieldtrip for students at Providence through CEC and VC Probation partnership to promote internship, industry certification, dual credit/articulation, career pathway opportunities.

c. Extended School Year enrichment program at Gateway School emphasized integration of career education and common core standards attainment via project-based learning was provided. 3 teachers at Gateway School worked to ensure all services were provided through the ESY enrichment program.

d. Educational services and transportation for approximately 35 students were provided with Low Income, English Learner and Foster Youth receiving priority enrollment. The coordinators of special

**Budgeted Expenditures**

**Estimated Actual Expenditures**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

populations worked with the transportation coordinator to ensure services were provided, actions also included transportation for college tours.

- All actions taken / services provided

**Action 3**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Goal 1 - Action 3

VCOE will continue to provide credit recovery options to all students to ensure that they are better able to graduate on time. Options will include: On-line coursework through APEX and Canvas software programs, Independent Studies, Adult Education Enrollment, Community College Enrollment, Evening Classes at VC Career Education Center

Goal 1 - Action 3

VCOE continued to provide credit recovery options to all students to ensure that they are better able to graduate on time. Options included:

- a. On-line coursework options were provided through APEX, Canvas software programs, and WIN curriculum
- b. Independent Studies options were provided
- c. Adult Education Enrollment options were provided
- d. Community College Enrollment options were provided
- e. Afternoon and Evening Classes at VC Career Education Center options were provided

- All actions taken / services provided

- a. \$60,000
- b. No additional cost
- c. No additional cost
- d. No additional cost
- e. No additional cost

- a. \$63,822.47
- b. No additional cost
- c. No additional cost
- d. No additional cost
- e. No additional cost

**Action 4**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

<p>Goal 1 - Action 4</p> <p>High School Equivalency test preparation and administration</p> <p>a. Maintain sufficient staffing to administer HiSet</p> <p>b. Test preparation materials provided to students and provide staff training</p>	<p>Goal 1 - Action 4</p> <p>High School Equivalency test preparation and administration</p> <p>a. Maintained sufficient staffing to administer HiSet There were 4 VCOE staff members who supported HiSet test preparation/administration.</p> <p>b. Test preparation materials were provided to students and provided staff training Staff worked alongside students helping them prepare for the HiSet which includes screening and tutoring students.</p> <p>- All actions taken / services provided</p>	<p>a. \$46,000</p> <p>b. \$1,200</p>	<p>a. \$43,782.31</p> <p>b. \$2,800</p>
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**Action 5**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

<p>Goal 1 - Action 5</p> <p>Targeted support for EL students</p>	<p>Goal 1 - Action 5</p> <p>Targeted support for EL students</p>	<p>a. \$42,944</p> <p>b. \$2,000</p> <p>c. \$8,000</p>	<p>a. \$39,955.62</p> <p>b. \$466.86</p> <p>c. \$8,066.01</p>
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**Planned Actions/Services**

will include:

a. A daily 40-minute intervention period in groups of or less and for students in special education students will have individualized ELD IEP goal(s).

b. Maintain curriculum and supplement instructional materials appropriate for long term English learners

c. Professional Development in English Language Development (ELD) Standards and ELD teaching strategies

**Actual Actions/Services**

included:

a. A daily 40-minute intervention period in groups of 8-10 or less and for students in special education, students had individualized ELD IEP goal(s).

Interventions were provided by 5 identified teachers.

"How to Write IEP Goals for EL learners" training for teachers was facilitated on October 17th.

b. Maintained curriculum and supplemented instructional materials appropriate for long term English learners

c. Professional Development in English Language Development (ELD) Standards and ELD teaching strategies  
ELA/ELD Wonders Curriculum Training on November 7th with

**Budgeted Expenditures**

**Estimated Actual Expenditures**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

publishers was attended by 7 teachers and 1 administrator.

EL Roadmap Professional Learning on January 25th was facilitated by VCOE Curriculum & Instruction staff with 12 VCOE Schools & Programs site administrators.

VCOE team members participated in the CAFE Annual Conference.

- All actions taken / services provided

**Action 6**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Goal 1 - Action 6

Foster youth students will be provided three foster youth liaisons and school counselor support to ensure student files, records and transcripts follow the students from school to school, and ensure the students are enrolled in the correct academic subjects. This counselor and Foster Liaison will provide foster youth services to ensure students who qualify have access to AB216 requirements including the ability to graduate with 130 credits

Goal 1 - Action 6

Foster youth students were provided three foster youth liaisons and school counselor support to ensure student files, records and transcripts followed the students from school to school, and ensured the students were enrolled in the correct academic subjects. The counselor at Providence and the counselor at Gateway along with the Foster Liaisons provided foster youth services to ensure students who qualify had access to AB216 requirements including the ability to graduate with 130 credits. Foster youth liaisons also continued to coordinate foster youth transportation within the county on behalf of all 19 school districts.

- All actions taken / services provided

\$315,517 and \$175,993

\$384,457.11

**Action 7**

**Planned Actions/Services**

Goal 1 - Action 7

VCOE Student Services and Human Resources will meet no less than monthly to monitor teacher assignments and staffing patterns to ensure there are no teacher misassignments and to plan for future staffing needs.

**Actual Actions/Services**

Goal 1 - Action 7

VCOE Student Services and Human Resources met no less than monthly to monitor teacher assignments and staffing patterns to ensure there were no teacher misassignments and to plan for future staffing needs.

- All actions taken / services provided

**Budgeted Expenditures**

No additional cost

**Estimated Actual Expenditures**

No additional cost



**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Goal 1 stated: "Student achievement will increase in all academic areas impacted by VCOE programs including IEP goals and educational outcomes that benefit students with special needs." Overall, the implementation of the actions and services in support of this goal proved extremely successful. VCOE continues to successfully upgrade instructional materials, educational technology, and ensure courses are aligned to California State Standards. Students continued to receive counseling services and enrolled in career education classes. Additionally, students continue to have access to and enjoy a variety of credit recovery option as detailed in the plan. Staffing was enhanced in support of HiSET, GED, and targeted interventions for English Learners and Foster Youth were in place as planned. Extended school year continues to be implemented in special education schools and programs and at Gateway. Trainings and professional development were provided in History - Social Sciences and Next Generation Science Standards in preparation for pilot / adoption in 2019-20.

As a result of the Career Education Center partnership with Gateway, Providence, VCOE schools and programs as well as Ventura County Probation Agency the actions and services outlined in Goal 1 Action 2 resulted in the increased enrollment in CTE courses among Phoenix and Triton students by 50% from 8 students in 2017-18 to 16 students in 2018-19. This is a reflection of the overviews facilitated by the CEC team to promote CTE programs and pathways. Additionally the Career Education Center conducted class visits at Gateway High School to provide an overview and to promote the CTE program/college and career readiness, implemented CEC fieldtrip for students at Providence through CEC and VC Probation partnership to promote internship, industry certification, dual credit/articulation, career pathway opportunities. Moreover, participation at SPED schools and programs in Career Technical Education (CTE) included 16 students out of 76, 21% of students enrolled in CTE. This represents a 50% increase in participation from the prior year. Participation at Gateway in Career Technical Education (CTE) included 96 students out of 191, 50% of students enrolled in CTE. Providence pupils who completed a CTE program and earned a high school diploma from 0% in 2016-17 to 37% in 2017-18 and 50% in 2018-19.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions and services noted above have had a positive impact on student achievement. Student achievement at Gateway as measured on pre and

post-tests increased in Math. The academic gains are the outcome of the continued implementation of instructional materials and alignment of state standards, Career Education access, HiSET pass rate, and targeted professional development. All teachers continue to remain appropriately placed and the one-year graduation rate is approximately 90%. Foster Youth transportation services and services provided by the Foster Youth Liaisons promoted graduation through AB 216 and matriculation to home schools.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material difference between Budgeted Expenditures and Estimated Actual Expenditures include the following:

- The focus for History-Social Science / Science was on extensive professional learning and training to support the development of understanding of framework and standards, therefore, History-Social Science / Next Generation Science Standards (NGSS) curriculum was not adopted in 2018-19. The History-Social Science pilot and purchase is planned for the 2019-20 school year. The Science pilot is planned for 2019-21. However, supplementary instructional materials were purchased to increase accessibility to state standards. The estimated actual expenditures related to Goal 1 Action 6, Foster Youth Liaisons, were also much less than the budgeted expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There is an overall decrease in student enrollment and CTE staff impacting the number of Continuation and Court and Community pupils participating in a CTE program. VCOE schools and programs is working to offer additional high interest CTE offerings for 2019-20 to address this need.

# Goal 2

Goal 2

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

**State and/or Local Priorities addressed by this goal:**

**State Priorities:** 1, 5, 6, 8

**Local Priorities:**

## Annual Measurable Outcomes

**Expected**

Establish new baseline for multi-tiered referral system for student behavior, academics, and social-emotional needs at Gateway and Phoenix

(Student Disciplinary Referrals)

**Actual**

The baseline for multi-tiered referral system for student behavior, academics, and social-emotional needs is 153 referrals at Gateway and 1135 referrals at Phoenix

- Outcome Met

**Expected**

Decrease by 5% from prior year from 49 to 46 at Gateway and 73 to 70 at Phoenix

(Student Suspensions)

Increase by 1% from prior year to 78.15% or better

(Student Attendance)

Decrease by 13% from 53% to 40% or less

(Chronic Absenteeism)

Scores maintained at 98% or higher

(Facility Inspection Tool)

**Actual**

Decreased the number of unduplicated student suspensions by 18.52% at Gateway, from 27 unduplicated suspensions in 2017-18 to 22 unduplicated suspensions in 2018-19 at Gateway

Decreased the number of unduplicated student suspensions by 25% at Phoenix, from 40 unduplicated suspensions in 2017-18 to 30 unduplicated suspensions in 2018-19 at Phoenix

- Outcome Met

Decreased by .32%, Student Attendance Rate was 75.56% in 2017-18 and is 75.24% in 2018-19 at Gateway

- Outcome Not Met

Decreased by 11%, Chronic Absenteeism was 53% in 2017-18 and is 42% in 2018-19 at Gateway

- Outcome Not Met

All sites are at 100%

- Outcome Met

**Expected**

Behavior support services will continue to be provided but measurement will change from contracts to the number of counseling sessions provided to students. Baseline established from 2017-2018 established at 1544. Sessions will increase by 3% from the prior year. (Behavior Support Services)

**Actual**

Behavior support services continued to be provided but measurement changed from contracts to the number of counseling sessions provided to students. Baseline established from 2017-2018 established at 1544. Sessions were increased from the prior year from 1544 to 1604 in 2018-19 which is a 3.89% increase, exceeding the expected outcome.

- Outcome Met

**Actions/Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 1**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Goal 2 - Action 1

VCOE will work to increase student engagement, attendance and pro social attitudes by implementing restorative practices such as:

a. Alternatives to suspension through the use of Behavioral Health service, Behavioral Plans,

Goal 2 - Action 1

VCOE worked to increase student engagement, attendance and pro social attitudes and implemented restorative practices such as:

a. Alternatives to suspension through the use of Behavioral Health service, Behavioral Plans,

a. \$80,000  
 b. \$3,000  
 c. \$1,200  
 d. \$131,200 and \$2,058

a. \$83,700  
 b. \$4,500  
 c. \$4,911.46  
 d. \$129,690.00  
 e. \$3,231.68  
 f. \$35,484.04

**Planned Actions/Services**

community service, and restorative discipline treatment plans.

b. Increase service hours provided through health and counseling services contracts by 3% from prior year

c. Provide training in restorative discipline practices; trauma informed care; positive behavior supports and alternative means of correcting behavior to 10 additional staff members

d. Maintain full time position for Restorative Justice Resource Teacher and participate in the Thrive truancy/attendance countywide program

**Actual Actions/Services**

community service, and restorative discipline treatment plans. SELPA Contract

Plans were created by each of the schools and programs and Community Service opportunity was added. Partnership was established with Gateway and Triton and Gateway students serve as autism ambassadors one time per week.

The New Special Educator Orientation on August 7th addressed these areas of focus. This training was attended by 25 teachers, paras, and specialists.

b. Increased service hours provided through health and counseling services contracts: Increased health and counseling services through SELPA contract and Las Clinicas.

c. Provided training in restorative

**Budgeted Expenditures**

**Estimated Actual Expenditures**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

discipline practices; trauma informed care; positive behavior supports and alternative means of correcting behavior to 10 additional staff members

Contract with Ventura Behavioral Health Alcohol Drug Program – ADP

Mental Health Continuum Professional Development on August 28th attended by 1 staff from Triton

Safe Talk Suicide Prevention & Intervention on August 30th and October 9th attended by 5 SPED staff

Transforming your School through SEL training on September 28th, attended by Phoenix, Triton, DWIRE and SPED County, a total of 8 participants

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Healthy Safe and Supportive Schools (HS3) training on October 9th Smoking Cessation, the 5 A's attended by 2 teachers from Phoenix

PBIS, Sorting through Behavioral Challenges training on November 6th, facilitated by SELPA and attended by 2 staff from Triton

Suicide Prevention Training on December 19th for 254 Moderate/Severe teachers, paras, administrators, and specialists

Suicide Prevention Training for Mild/Moderate on January 16th attended by 108 participants which included teachers, paras, administrators, and specialists

Suicide Prevention Training on May 29th for Gateway and Providence attended by 300 participants which included



**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

SPED/GEN ED teachers, paras, admin, and specialists

d. Maintained full time position for Restorative Justice Resource Teacher and paid for the Thrive program to address truancy and attendance

e. Implemented Social-Emotional Learning supplemental curriculum in Personal Development courses (School Connect)

f. Implemented supplemental transportation

- All actions taken / services provided

**Action 2**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Goal 2 - Action 2

Goal 2 - Action 2

a. \$100,000  
 b. \$5,000

a. \$100,000.00  
 b. \$8,800.00

**Planned Actions/Services**

VCOE will work to increase School Safety by:

a. Providing a full time Ventura County Probation Officer at Gateway

b. Contract with locally approved vendor for no less than two inspections per month at Gateway and Phoenix

c. Providing bus aides in support of safety at Gateway

d. Investing in Professional Development and materials in support CHAMPS Positive Behavioral Supports and NCPI in all VCOE Schools

e. Maintain a full time Behavioral support position at Gateway

f. Modify or improve school facilities as necessary for

**Actual Actions/Services**

VCOE worked to increase School Safety by:

a. Provided a full time Ventura County Probation Officer at Gateway

b. Contracted with locally approved vendor for no less than two inspections per month at Gateway and Phoenix  
 Inspections happen 2xs per month by Gold Coast Canine

c. Provided bus aides in support of safety at Gateway  
 Three bus aides provided this service.

d. Invested in Professional Development and materials in support of CHAMPS Positive Behavioral Supports and NCPI in all VCOE Schools  
 There was school wide participation in positive behavior

**Budgeted Expenditures**

- c. \$6,131
- d. \$5,000
- e. \$63,000
- f. \$25,000

**Estimated Actual Expenditures**

- c. \$5,992.03
- d. \$15,332.37
- e. \$64,277.49
- f. \$25,140.84

**Planned Actions/Services**

increased safety

**Actual Actions/Services**

supports, including CHAMPS,  
and included the following:

NCPI / PBIS for New Employees  
– 2 full day trainings on August  
8th and 9th attended by 26  
teachers, paras, specialists

CHAMPS for Certificated training  
on August 10th attended by 4  
staff and was facilitated by C&I

CHAMPS training on February  
13th attended by 56 participants  
and was facilitated by C&I

CHAMPS training on February  
22th attended by 15 participants  
and was facilitated by CHAMPS  
trainer on site

CHAMPS for School Bus Drivers  
training on July 10th was  
attended by 17 participants

CHAMPS/NCPI Refresher for  
School Bus Drivers on July 12th  
was attended by 28 participants

**Budgeted Expenditures**

**Estimated Actual Expenditures**

<b>Planned Actions/Services</b>	<b>Actual Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Estimated Actual Expenditures</b>
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CHAMPS/NCPI Refresher for School Bus Drivers on July 13th was attended by 23 participants

PBIS/NCPI Bus Paraeducator Training (Supporting Students on the School Bus) on August 26th was attended by 68 para educators

EPI pen for Bus Paraeducators on October 12th

Project ALERTS Training on October 17th was attended by 2 teachers

NCPI Refresher on October 17th attended by 49 participants

CHAMPS Foundations Training Module B (Managing Behavior in Common Areas School Wide Policies) on October 22nd was attended by 6 staff

PBIS Leadership Cohort on October 25th was attended by 3

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

administrators

PBIS for Paraeducators on September 26th

3-day PBIS Certification Training on October 9th, 24th, and November 7th was attended by 7 staff

Stay Safe when Conducting Off-site Visits/NCPI Review on October 12th with administrative teams

Towards No Drug Abuse Training on November 15th attended by 2 teachers

CHAMPS for School Bus Drivers on November 20th was attended by 35 drivers and 5 paraeducators

PBIS training on December 6th attended by 8 participants teachers/behavior specialists/including 1 psych

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

NCPI Refresher for Preschool on December 12th was attended by 48 participants

CHAMPS Foundation Training Module D (Responding to Misbehavior an Instructional Approach on January 23rd was attended by 6 staff

NCPI Refresher Training on March 6th was attended by 150 participants

NCPI Refresher Training on April 24th was attended by 65 participants

e. A full time Behavioral support position was maintained at Gateway

f. Modified and improved school facilities for increased safety included additional security cameras

- All actions taken / services

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

provided

**Action 3**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Goal 2 - Action 3

Goal 2 - Action 3

a. \$132,428  
 b. \$97,773

a. \$137,788.00  
 b. \$81,384.17

VCOE will maintain counselor positions with a ratio of no more than 150:1 to meet the academic and socio-emotional needs of all students

VCOE maintained counselor positions with a ratio of no more than 150:1 to meet the academic and socio-emotional needs of all students

a. Maintain full time Counselor at Gateway Community School

a. Maintained full time Counselor at Gateway Community School

b. Maintain counseling services at Providence Court School and maintain services provided by this

b. Maintained counseling services at Providence Court School and maintained services provided by this

employee to diploma track high school students in special education settings as well

employee to diploma track high school students in special education settings as well

- All actions taken / services provided

**Action 4**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Goal 2 - Action 4

VCOE will implement an incentive program to increase student engagement and address high rates of absenteeism. The program may include Pro Social activities such as:

a. Lunch and afterschool activities

b. Opportunities for Service Learning and volunteering

c. Culturally relevant guest speakers on person motivation and career readiness

d. Field trips to universities, museums and other educational venues

e. Purchase of student incentives, awards and materials and supplies to honor student accomplishments

Goal 2 - Action 4

VCOE implemented an incentive program to increase student engagement and addressed high rates of absenteeism. The program included Pro Social activities such as:

a. Lunch and afterschool activities included Weekly incentive raffle, holiday activities for Halloween, Thanksgiving, Winter, Valentine's and end of year.

b. Opportunities for Service Learning and volunteering  
 1 staff member supports weekly service learning and volunteering

Ventura Car Clubs on November 20th

Gallery Walk and Discussion on November 27th

- a. \$2,000
- b. \$2,000
- c. \$2,000
- d. \$2,000
- e. \$2,000
- f. \$2,000

- a. \$2,377.03
- b. \$2,000.00
- c. \$135
- d. \$1075.75
- e. \$7,170.46
- f. \$1,999.44



**Planned Actions/Services**

f. Instructional materials and technology to support high interest student projects

**Actual Actions/Services**

Ventura Foothill Tech Art Club bi-monthly partnership

c. Culturally relevant guest speakers on person motivation and career readiness  
Youth Carpe Diem on February 1st, 2 teachers and 10 students participated

Teens Kick Ash on February 22nd, 37 staff and 65 students participated

"CHOICES" the Brad Heinz Conference on December 19th, 90 students and staff participated

"22 Miles of Scenic Beauty then Oxnard" author Martin Gonzales on March 12th

d. Field trips to universities, museums and other educational venues  
Ronald Reagan Presidential Library and Museum

**Budgeted Expenditures**

**Estimated Actual Expenditures**

<b>Planned Actions/Services</b>	<b>Actual Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Estimated Actual Expenditures</b>
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e. Purchased student incentives, awards and materials and supplies to honor student accomplishments included: certificates, weekly attendance/behavior incentives, materials for quarterly awards assemblies, incentives for students of the month.

f. Instructional materials and technology to support high interest student projects included: art supplies and construction materials such as paint, markers, canvas, wood, vanish, and cardboard

- All actions taken / services provided

**Action 5**

<b>Planned Actions/Services</b>	<b>Actual Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Estimated Actual Expenditures</b>
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<p>Goal 2 - Action 5</p> <p>Maintain facilities in good repair.</p> <p>a. Shade structures - 4 total - Boswell, Dwire, Phoenix and Penfield schools</p> <p>b. Security enhancements - video surveillance, intrusion detection, locking hardware</p> <p>c. Play equipment - Dwire School</p> <p>d. Epoxy floors - Career Education Center</p> <p>e. Roofing - Penfield School &amp; Career Education Center</p>	<p>Goal 2 - Action 5</p> <p>Maintained facilities in good repair.</p> <p>a. Shade structures - 4 total - Boswell, Dwire, Phoenix and Penfield schools</p> <p>b. Security enhancements - video surveillance, intrusion detection, locking hardware</p> <p>c. Playground equipment - Dwire School</p> <p>d. Epoxy shop floors - Career Education Center</p> <p>e. Roofing - Penfield School &amp; Career Education Center</p> <p>- All actions taken / services provided</p>	<p>a. \$160,000</p> <p>b. \$60,000</p> <p>c. \$15,000</p> <p>d. \$45,000</p> <p>e. \$15,000</p>	<p>a. \$132,474.49</p> <p>b. \$64,613.88</p> <p>c. \$10,904.00</p> <p>d. \$47,800</p> <p>e. \$41,823</p>
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**Action 6**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Goal 2 - Action 6

Foster Youth students will be provided counseling and information regarding AB216 and AB490 provisions. Foster Youth will receive priority enrollment in career education classes and supplemental programs.

Goal 2 - Action 6

Foster Youth students were provided counseling and information regarding AB216 and AB490 provisions. Foster Youth received priority enrollment in career education classes and supplemental programs.

- All actions taken / services provided

Expense included in goal 1, action #6

Expense included in goal 1, action #6

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Goal 2 stated, "VCOE will enhance school safety and climate for students and staff in order to increase student engagement and success." The successful implementation of the actions and services, in support of this goal had a positive impact on student outcomes including Foster Youth. Specifically, sessions were increased from from 1544 in 2017-18 to 1604 in 2018-19 which is a 3.89% increase in counseling services. Positive Behavioral Interventions and Supports, alternative means of correcting behavior and restorative practices continue to contribute to the reduction in conduct referrals and suspensions. The number of unduplicated student suspensions decreased by 18.52% at Gateway, from 27 unduplicated suspensions in 2017-18 to 22 unduplicated suspensions in 2018-19. Additionally the staffing support of a full-time Restorative Justice Teacher, Probation Officer, Counselor, Transitions Specialist and Behaviorist also made a significant impact on promoting school safety and climate. Pro-social student activities continue to sustain and promote a strong school culture as did field trips, student incentives, and service learning opportunities. Contracted services with local providers increased student access to services such as drug and alcohol treatment, anger management, and social-emotional counseling. Moreover, services were provided as outlined in AB 216 and AB 490 for identified Foster Youth ensuring the rights of Foster Youth were maintained.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The effectiveness of efforts on Goal 2 is evidenced in continued reduction of conduct referrals and suspensions. Decreased referrals and suspensions is a positive outcome associated with the continued improvements to facilities and behavioral support services provided. Specifically there was a decrease in the number of unduplicated student suspensions by 18.52% at Gateway, from 27 unduplicated suspensions in 2017-18 to 22 unduplicated suspensions in 2018-19. Additionally, there was a decrease in the number of unduplicated student suspensions by 25% at Phoenix, from 40 unduplicated suspensions in 2017-18 to 30 unduplicated suspensions in 2018-19. The chronic absenteeism rate at Gateway decreased from 53% in prior year to 42% in current year, which reflects an 11% decrease in chronic absenteeism expected. The rate of attendance decreased and did not improve as planned. The attendance rate was 75.56% in 2017-18 and is 75.24% in 2018-19 at Gateway and is an area for growth.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material difference between budgeted expenditures and increase of estimated actual expenditures is due to the purchase of School Connect (Social emotional learning curriculum) and the purchase of supplementary transportation (van expenditure) to address Goal 2 Action 1. The actual expenditures on inspections, professional development, and the cost of the behavioral support position detailed in Goal 2 Action 2 were higher than budgeted.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

VCOE continues to monitor behavior issues including types of incidents, regardless of severity, to improve practices and interventions. New actions, targets and services were implemented to address stakeholder feedback indicating school safety, climate and culture are all issues in need of continued attention. New approaches such as monthly referral and suspensions logs were implemented to track and address the attendance issues.

Although the overall student attendance rate has decreased, school wide measures and incentive programs to improve attendance have been implemented such as supplemental transportation services which have had a positive impact on Chronic Absenteeism Rate.

# Goal 3

Goal 3

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

## State and/or Local Priorities addressed by this goal:

**State Priorities:** 3, 4, 6, 9

**Local Priorities:**

## Annual Measurable Outcomes

### Expected

Maintain minimum of 10 parent representatives (ELAC/DELAC)

Maintain minimum of 10 parent representatives (School Site Council)

### Actual

Maintained 5 ELAC/DELAC parent representatives

- Outcome Not Met

Maintained 5 SSC parent representatives

- Outcome Not Met

**Expected**

Hold a minimum of 12 school/community sponsored activities

**Actual**

Held a minimum of 12 school/community sponsored events including: Reagan Library, Beach Clean Up, Oxnard College Visit, Quarterly Awards Assemblies, Back to School Night (BTSN), Open House (OH), School Site Council Meetings, ELAC/DELAC Meetings, Autism Ambassadors, Career Education Center Representation at Gateway BTSN and OH.

- Outcome Met

Increase dollars spent on Gateway campus by 2% from prior year  
(Behavioral Health Services)

In 2017-18, Gateway spent \$94,473 on Behavioral Health Services.  
In 2018-19, Gateway spent \$88,200 on Behavioral Health Services.

-Outcome Not Met

Increase # of completed surveys by 2% from prior year (LCAP Survey)

Increased # of surveys completed from 691 to 733

- Outcome Met

**Actions/Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 1**



**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Goal 3 - Action 1

Goal 3 - Action 1

Enhanced outreach to parents through:

Enhanced outreach to parents through:

a. Maintain automated call out system (Q Communications) communication home in English and Spanish.

a. Maintained automated call out system (Q Communications) communication home in English and Spanish.

b. Increased translation services by adding .5 position and implementation of enhanced outreach including teleconferencing and holding parent meetings out in the communities we serve.

VCOE Technology Services provided training to administering staff (1 office manager per school/program) and included the Q Training SARB and CALPADS on September 10th attended by 6 administrators.

c. Communications Director and Principal increased Web presence and Social Media presence highlighting VCOE school events and programs

b. Increased translation services through the addition of .5 position and implementation of enhanced outreach including teleconferencing and held parent meetings in the communities we serve. Gateway has 2 identified staff members and SPED schools/programs has 1

a. \$500  
 b. \$75,000  
 c. \$10,000

a. \$500  
 b. \$74,661.17  
 c. \$10,384.10

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

identified school member to provide services

There are 16 staff members that are certified by VCOE Human Resources as biliterate to provide support.

Audio translation headsets continue to be provided at schoolwide events.

c. Communications Director and Principal increased Web presence and Social Media presence that highlighted VCOE school events and programs  
"Updating Website to the 21st Century" on October 8th was attended by 6 teachers and 1 administrator

The Communications Director, Directors in Special Programs, Human Resources, and Student Services collaborated to enhance communication and

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

access to resources on schools,  
programs, and Student Services  
websites.

- All actions taken / services  
provided

**Action 2**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

<p>Goal 3 - Action 2</p> <p>Resources for school functions will be enhanced to include transportation, family service classes, and refreshments</p>	<p>Goal 3 - Action 2</p> <p>Resources for school functions were enhanced and included transportation, translation services, as well as refreshments such as a Taco Truck at all schoolwide events. Events were expanded beyond Open House and Back to School Night to also include four Positive Prevention Plus-Health/Prevention Training for Parent Nights, Movie Nights, Science Night and NCPI for Parents all of which provided translation services.</p> <p>- All actions taken / services provided</p>	<p>\$5,000</p>	<p>\$5,167.28</p>
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**Action 3**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

<p>Goal 3 - Action 3</p> <p>VCOE will provide support services aimed at increasing</p>	<p>Goal 3 - Action 3</p> <p>VCOE provided support services aimed at increasing parental</p>	<p>a. \$37,000  b. \$2,000  c. \$2,000</p>	<p>a. \$37,555.22  b. \$2,972.31  c. \$2,972.31</p>
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**Planned Actions/Services**

parental involvement including:

- a. Bilingual parenting classes, planning meetings and translation services will be provided at all Open House, Back to school night, and other special occasions and events.
- b. Students in need of individual and family services will be identified by the counseling staff and prioritized for access to community services on campus during, and after school.
- c. Referrals will be made to appropriate community based agencies in support of students and families on an as needed basis.

**Actual Actions/Services**

involvement and included:

- a. Fall Transition Fair (Career Education Center/SELPA), bilingual parenting classes such as Positive Prevention Plus-Health/Prevention Training , planning meetings such as DELAC meetings, Open House, Back to school night, VCOE/Career as well as other special occasions and events all of which provided translation services. Translation is provided through audio headsets or through direct translation from a designated staff member.
- b. Students in need of individual and family services were identified by the counseling staff and prioritized for access to community services on campus during, and after school. All families received information upon enrollment on community

**Budgeted Expenditures**

**Estimated Actual Expenditures**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

resources addressing issues of homelessness, counseling, substance abuse, gang intervention, parenting classes, and food resources. These resources are available in the school office as well as Gateway Community School website.

c. Referrals were made to appropriate community based agencies in support of students and families on an as needed basis.

Each student meets with the Induction/Transition Specialist during the first week of enrollment to identify the required and requested counseling services that are offered through Gateway. Families are also provided information about local resources available in their community. The school staff meet continuously to discuss students of concern and to further identify additional

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

services/resources available to said students on and off campus.

Additional events held to increase parental involvement included the Post Secondary Options Night on October 4th and the Total Communication Training for West County Schools on December 1st.

- All actions taken / services provided

**Action 4**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Goal 3 - Action 4

Collaboration will be strengthened through participation in collaborative meetings with Community-Based Agencies, Ventura County Behavioral Health, and Ventura County Probation Department

Goal 3 - Action 4

Collaboration was strengthened through participation in collaborative meetings with Community-Based Agencies, Ventura County Behavioral Health, Ventura County Probation Department and the

a. \$2,000  
 b. \$5,000

a. \$2225  
 b. \$4,962.24

**Planned Actions/Services**

- a. Maintain VCOE attendance at meetings and participation with community service organizations and social services
- b. Implement oversight and monitoring plan for AB216 transition services

**Actual Actions/Services**

Ventura County Career Education Center

- a. Maintained VCOE attendance at meetings and participation with community service organizations and social services regularly and included the following:  
Juvenile Justice Coordinating Council Bi-Monthly meetings, Ventura County Workforce Development Board Tri-annual Meetings formally Workforce Investment Board Youth meetings, Human Services and Probation Agencies, 5 yearly Juvenile Detention Alternatives Initiative Meetings, Ventura County Special Education Local Planning Agency, Community Corrections Partnership, Special Education Operations Cabinet Monthly Meetings, Student Programs and Services Steering Committee, Student Services Collaborative Monthly Meetings, Guardian Scholars Collaborative,

**Budgeted Expenditures**

**Estimated Actual Expenditures**



**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Court Appointed Special Advocates, Interface, Ventura County Community College District, California State University Channel Islands, Cal Lutheran University, Personnel and Program Development Committee Monthly Meetings, and others.

b. Implemented oversight and monitoring plan for AB 2276 transition services (note that incorrect references to AB 216 have been corrected to AB 2276 which correctly refers to increased transition services in the 2018-19 and 2019-20 plan)

- All actions taken / services provided

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Goal 3 stated, "VCOE will increase collaborative partnerships with parents, community members, and county service providers to support student success." Increasing parental involvement has traditionally been a challenge at Gateway Community School and this year's LCAP detailed several actions and services meant to address this challenge – all of which were implemented. That said, the challenge remains and VCOE will need to continue to make this a priority. Gateway utilized its automated call out system in both English and Spanish on a daily basis for attendance phone calls, and to notify families of upcoming school events, holidays, and scheduled minimum days. Moreover, in person phone calls by bilingual staff were provided for the fall "Back to School Night" event and regularly for students involved in the SARB process. Bilingual office staff were maintained at VCOE Court and Community Schools to provide translation services to Spanish speaking families. Conferences at the school site were all translated for Spanish speaking families. A VCOE translator was always present for IEP meetings for Spanish Speaking families. Both Court and Community School Induction/Transition Specialists met with families at district school sites to support families and ensure that students are able to immediately re-enroll. In addition, the web page for Court and Community Schools continues to be fully translated into Spanish. Site administration utilized social media to post information about school events and regularly communicates with the VCOE Communications Director to share information about upcoming events or school highlights to be disseminated to the larger community. The "Back to School Night" and "Open House" events provided free busing transportation to all families and students to attend both school functions. Food and refreshments were provided to all families and students. Local community resources included Career Education Center representation to share information on college/career pathway opportunities, community college representatives were on hand to interact with and provide information to families about resources relating to higher education, counseling services, gang diversion, and parent education. Gateway's Induction/Transition Specialist continued to work in collaboration with school districts to communicate regularly about student and families that are in need of specific supports. Gateway Community School provided all the social emotional counseling services for expelled students who must meet these requirements to return to their district.

VCOE continued the collaboration with and maintained participation with community service organizations and social services such as: Human

Services and Probation Agencies, Juvenile Justice Coordinating Council, Juvenile Detention Alternatives Initiative, Ventura County Special Education Local Planning Agency, Community Corrections Partnership, Special Education Operations Cabinet, Student Programs and Services Steering Committee, Student Services Collaborative, Guardian Scholars Collaborative, Court Appointed Special Advocates, Interface, Ventura County Community College District, California State University Channel Islands, Cal Lutheran University, Personnel and Program Development Committee, and others. Oversight and monitoring plan for AB 2276 transition services continued this year and included monitoring the referral and intake process to expedite transitions and minimize lost instructional time for students. In addition, 2 full time transition specialists continue to be in place. VCOE increased collaborative partnerships with parents, community members, and county service providers to support student success as detailed in the actions above and included the partnership with SELPA for behavioral health services. This partnership is critical to providing services to our students however, given the multi-tiered systems of support and decrease in enrollment, increasing the dollars spent on Gateway campus by 2% from prior year was not needed.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The efforts noted above resulted in increased parental engagement and attendance at school events as evidenced in the metrics noted above. Stakeholder engagement via the LCAP survey continues to increase as well from 691 last year to 733 responses in 2018-19 which represents an 11% increase. The primary area of focus in the future will continue to be the transition services partnership with VC Probation, such as participation in Children and Family Team (CFT) Meetings to support student success. Increased attention was given to the MOU for transition services which will be detailed in Goal 4 – service to expelled youth resulting in a 50% decrease from 24 days for placement in 2017-18 to 12 days for placement in 2018-19.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material difference between budgeted expenditures and increased estimated actual expenditures is due to the increased bilingual/translation services for website updates, translation services that were needed on a full time basis to serve all students and families per Goal 3 Action 3 and increased transition services to provide increased and improved services to VCOE students and their families. Increased participation in collaborative meetings in Goal 3 Action 4 resulted in more mileage accumulated.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Upon analysis, it was determined that the goal, expected outcomes, metrics, actions and services do not need to change.



# Goal 4

**Goal 4**

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

**State and/or Local Priorities addressed by this goal:**

**State Priorities:** 2, 5, 6, 9

**Local Priorities:**

## Annual Measurable Outcomes

**Expected**

Number of sessions of Social - Emotional and rehabilitative Counseling Services provided to expelled youth will be increased by 2% from prior year (1,544 to 1,575)

**Actual**

Number of sessions of Social - Emotional and rehabilitative Counseling Services provided to expelled youth increased from 1544 to 1604, counseling services increased by 3.89% exceeding the expected outcome.

-Outcome Met

**Expected**

Number of school days required to transition students to Gateway Community School from prior placement to be improved upon by no fewer than 2 days on average from prior year (24 to 22)

-Outcome Met

**Actual**

Number of school days required to transition students to Gateway Community School from prior placement improved from 24 in the prior year to 12.

-Outcome Met

**Actions/Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 1**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

<p>Goal 4 - Action 1</p> <p>Social-emotional and rehabilitative Counseling Services will be provided to expelled students as appropriate. Counseling services contracts will be increased as needed.</p>	<p>Goal 4 - Action 1</p> <p>Social-emotional and rehabilitative Counseling Services were provided to expelled students as appropriate. Counseling services for expelled youth increased from 1544 to 1604, counseling services increased by 3.89% exceeding the expected outcome.</p> <p>- Actions taken / services provided</p>	<p>No additional costs- expenditures in goal #2 action 1</p>	<p>No additional costs- expenditures in goal #2 action 1</p>
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**Action 2**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

<p>Goal 4 - Action 2</p> <p>Transportation will be provided to all expelled students attending Gateway Community School.</p>	<p>Goal 4 - Action 2</p> <p>Transportation was provided to all expelled students attending Gateway Community School.</p> <p>- Actions taken / services provided</p>	<p>\$185,000</p>	<p>\$197,000.00</p>
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**Action 3**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Goal 4 - Action 3

Goal 4 - Action 3

\$91,798.15 and \$154,180.87 =  
 \$245,979.02

\$184,426.32

VCOE will maintain two full time transition specialists (support position). This position will facilitate communication and collaboration among school districts, COE, and Ventura County Probation including implementation of the MOU with VCOE probation relating to AB2276

VCOE maintained two full time transition specialists (support position). This position facilitated communication and collaboration among school districts, COE, and Ventura County Probation and included implementation of the MOU with VCOE probation relating to AB2276

- Actions taken / services provided

**Action 4**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**



**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Goal 4 - Action 4

Goal 4 - Action 4

Expense included in Goal 1, actions 2,3,4

Expense included in Goal 1, actions 2,3,4

Actions and services detailed in Goal 1, actions 3 and 4, will be used to support increased graduation rate and HiSet passage rate for expelled youth.

Actions and services detailed in Goal 1, actions 2, 3 and 4, were used to support increased graduation rate and HiSet passage rate for expelled youth which included credit recovery options to all students to ensure graduation attainment. High school equivalency test preparation and administration was provided by 4 staff. Targeted support for EL students was provided. Expelled students were provided Extended School Year opportunities. Educational services and transportation were provided.

-Actions taken / services provided

**Action 5**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

**Planned Actions/Services**

Goal 4 - Action 5

VCOE will ensure the timely transition of students to Gateway Community School:

a. Induction/Transition Specialist will maintain daily record and timeline of referrals received, dates approved, contacts home, and student's start date.

b. Principal and Induction/Transition Specialist will meet regularly, at least once a week, to review data from internal records and any pending referrals.

c. Feedback on the referral process will be collected annually from partnering school districts. Feedback will be incorporated to improve the referral process.

d. Monthly report will be provided to Deputy Superintendent to

**Actual Actions/Services**

Goal 4 - Action 5

VCOE ensured the timely transition of students to Gateway Community School:

a. Induction/Transition Specialist maintained daily record and timeline of referrals received, dates approved, contacts home, and student's start date.

b. Principal and Induction/Transition Specialist met regularly, at least once a week, to review data from internal records and any pending referrals.

c. Feedback on the referral process was collected annually from partnering school districts. Feedback was incorporated to improve the referral process.

d. Monthly report was provided to Deputy Superintendent and

**Budgeted Expenditures**

- a. \$2,500.00
- b. \$2,500.00
- c. \$2,500.00
- d. \$2,500.00

**Estimated Actual Expenditures**

- a. \$1,910.19
- b. \$4,599.94
- c. \$1,837.87
- d. \$1,837.87

**Planned Actions/Services**

include number of days for all transitions to date for the year.

**Actual Actions/Services**

included number of days for all transitions to date for the year.

- Actions taken / services provided

**Budgeted Expenditures**

**Estimated Actual Expenditures**

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Goal 4 stated, "VCOE will provide Ventura County expelled youth, a rigorous academic environment, while providing rehabilitation services and social-emotional support." VCOE is pleased to report the continued full implementation of the above actions and services. Social-emotional and rehabilitative Counseling Services and contracts continued to be provided to expelled students as appropriate. There was an increase from 1544 to 1604 counseling services, this represents a 3.89% increase exceeding the expected outcome. Transportation was provided to all expelled students attending Gateway Community School. VCOE also maintained two full time transition specialists (support positions). These positions facilitated increased communication and collaboration among school districts, COE, and Ventura County Probation including implementation of the MOU with VCOE probation relating to AB 2276.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Overall, VCOE continues to demonstrate growth in addressing the needs detailed in this goal. VCOE is pleased with the effectiveness of these actions and services as evidenced by the following outcomes having been met. First, counseling services for expelled youth increased from 1544 to 1604, counseling services increased by 3.89% exceeding the expected outcome. Second, 100% of expelled youth were provided transportation to and from home. In addition, the Social - Emotional and rehabilitative Counseling Services provided to expelled youth contributed to the reduced suspensions at Gateway. Effectiveness of the actions/services was also evident in the decreased time it takes for expelled students to transition to Gateway.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

VCOE increased the services provided by full time transition specialists to ensure the decreased time it takes for expelled students to transition to Gateway. The material differences between budgeted expenditures is a result of the greater time it took for services provided to students transitioning either in or out of the court and community schools. The overall estimated actual expenditures also reflect the increase in cost for transportation

services provided for expelled youth.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Upon analysis, it was determined that the goal, expected outcomes, metrics, actions and services do not need to change.

# Goal 5

Goal 5

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

## State and/or Local Priorities addressed by this goal:

**State Priorities:** 5, 10

**Local Priorities:**

## Annual Measurable Outcomes

### Expected

Maintain 100% of all LEAs (Foster Focus Data Sharing)

Percentage of Foster Youth transferring schools will decrease by 2% from 20% to 18% in the prior year

### Actual

Maintained 100% of all LEAs

- Outcome Met

Percentage of Foster Youth transferring schools decreased by 1% from 20% to 19%

- Outcome Not Met

No longer measured

No longer measured

## Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

#### Planned Actions/Services

#### Actual Actions/Services

#### Budgeted Expenditures

#### Estimated Actual Expenditures

Goal 5 - Action 1

a. VCOE will maintain 3 foster youth liaisons (support position) to ensure student files, records and transcripts follow the students from school to school, and ensure the students are enrolled in the correct academic subjects. This liaison will also provide direct services to foster youth to ensure students who qualify have access to AB216 requirements

b. VCOE will continue to Maintain the Foster Focus Data sharing platform which serves educational

Goal 5 - Action 1

a. VCOE maintained 3 foster youth liaisons (support position) to ensure student files, records and transcripts follow the students from school to school, and ensured the students were enrolled in the correct academic subjects. These liaisons also provided direct services to foster youth to ensure students who qualified had access to AB 216 requirements

Expense included in goal 1 action 6

Expense included in goal 1 action 6

agencies, VC HSA, VC Probation and the juvenile courts

b. VCOE continued to maintain the Foster Focus Data sharing platform which serves educational agencies, Ventura County Human Service Agency, Ventura County Probation and the juvenile courts

- Actions taken / services provided

**Action 2**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Goal 5 - Action 2

Goal 5 - Action 2

- a. \$500
- b. \$5,000
- c. \$500
- d. \$8,622

- a. \$535
- b. \$5200
- c. \$840
- d. \$12,900

Increased communication and collaboration through:

Increased communication and collaboration through:

a. VCOE is represented at the Children’s Review Panel /Children’s Services Oversight Committee CPR/CSOC and the Interagency Placement Expansion Review Committee (IPERC). Both are

a. VCOE was represented at the Children’s Review Panel /Children’s Services Oversight Committee CPR/CSOC and the Interagency Placement Expansion Review Committee (IPERC). Both were



quarterly  
Foster Youth meetings maintained and facilitated by the County of Ventura Human Services Agency.

b. VCOE facilitates the quarterly, countywide, Foster Youth Executive Advisory Committee (EAC) for all VC LEA's.

c. Providing supplies and copies for meetings

d. Relevant Profession Development facilitated including: Trauma Informed Practice for Schools (TIPS), Annual Legal Updates, Enrollment and Records Considerations for Foster Youth, Commercially Sexually Exploited Children, Cyberbullying, Court Appointed Special Advocates, Children Family Services Emergency Response and LGBTQ Sensitivity and Awareness.

quarterly  
Foster Youth meetings maintained and facilitated by the County of Ventura Human Services Agency.

b. VCOE facilitated the quarterly, countywide, Foster Youth Executive Advisory Committee (EAC) for all Ventura County LEA's.

c. Provided supplies and copies for meetings

d. Relevant Professional Development facilitated included: Trauma Informed Practice for Schools (TIPS), Annual Legal Updates, Enrollment and Records Considerations for Foster Youth, Commercially Sexually Exploited Children, Cyberbullying, Court Appointed Special Advocates, Children Family Services Emergency Response

and LGBTQ Sensitivity and Awareness.

- Actions taken / services provided

**Action 3**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Goal 5 - Action 3

VCOE will work collaboratively with local school districts and Ventura County Probation and Human Services Agency to implement the plan developed in the prior year to transport Foster Youth to their respective schools of origin in a more consistent manner.

Goal 5 - Action 3

VCOE worked collaboratively with local school districts, Ventura County Probation and Human Services Agency to continue the implementation of the MOU developed to transport Foster Youth to their respective schools of origin when it has been determined that it is in the best interest of the student to do so. This continued structured service provides transportation in a more consistent manner.

- Actions taken / services provided

\$2,000

\$2,000

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Goal 5 Stated, "VCOE will provide Ventura County Foster Youth with access to stable school environments and accessible academic programs/and social emotional support or trauma informed care" The most important service VCOE provided to support this effort was maintaining an additional foster youth liaison (support position) who worked to ensure student files, records and transcripts followed the students from school to school, and to ensure the students were enrolled in the correct academic subjects. VCOE maintained 3 liaisons who facilitated services to foster youth to ensure students who qualified had access to AB216 requirements. VCOE maintained its representation at the County quarterly Foster Youth Executive Advisory Council meetings.

In addition, VCOE Facilitated countywide Foster Youth Executive Advisory Council Meeting provided for all Ventura County LEA's. The ongoing efforts also included facilitating relevant professional development based on stakeholder engagement to address the increased needs of Foster Youth. Moreover, VCOE continued to work collaboratively with local school districts, Ventura County Probation and Ventura County Human Services Agency to continue the Transportation MOU for Foster Youth that was implemented in the prior year. This agreement ensures consistent transportation of Foster Youth to their respective schools of origin as determined in the best interest of the student.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions and services planned in Goal 5 have had a positive impact on Foster Youth. The continued implementation of the Transportation MOU and process facilitated by VCOE Foster Youth Liaisons has led to a significant number of Foster Youth that were able to remain in their school of origin over the past two years. Rates of mobility caused by change in residence continue to decrease from 38% in the prior year to 33% this year as a result of VCOE efforts to enhance services for Foster Youth.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Supplies, travel, and professional development expenses were greater than expected for the Foster Youth countywide coordinating activities. For example, based on stakeholder engagement, Student Services Collaborative, providing professional development focusing on meeting the increased needs of Foster Youth was emphasized. Hence, the estimated actual expenditures exceeded the budgeted expenditures to address this need which included the following professional development/training: Trauma Informed Practice for Schools (TIPS), Annual Legal Updates, Enrollment and Records Considerations for Foster Youth, Commercially Sexually Exploited Children, Cyberbullying, Court Appointed Special Advocates, Children Family Services Emergency Response and LGBTQ Sensitivity and Awareness.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Changes made to this goal include increased Foster Youth professional development and training offerings. Budgeted expenditures for 2018-19 now reflect the material differences as explained above.

Expected outcomes for the percentage of Foster Youth transferring schools was effected by variable such as the high percentage of Foster Youth who returned to their county of origin, hence the projected decrease of 2% was impacted, the actual outcome was a decrease of 1% noted above.

# Stakeholder Engagement

LCAP Year: 2019-20

## Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

As part of the planning process for the 2019-20 LCAP Annual Review and Analysis of 2018-19, VCOE consulted with the following throughout the year to promote Stakeholder Engagement: Student Services Branch Meetings, Teachers' Union Consultations, Para Educators' Consultations, Faculty/Staff Meetings at All Sites, Monthly Leadership/Principal Meetings, Professional Development Committee Meetings, New Teacher Collaboration Meetings, Back to School/Open House Events, Annual Science Night, WASC Meetings, DELAC Meetings, Juvenile Detention Alternatives Initiative, Workforce Investment Board Youth Council, and through the VCOE Website. Additionally, the VCOE LCAP Team met regularly during the school year to provide input and guidance on the development of the 2019-20 LCAP and the 2018-19 Annual Update. This collaboration facilitated our stakeholder engagement efforts in order to receive the input, feedback, and perspective necessary to ensure the 2019-20 LCAP best meets the needs of our students. The LCAP Team used the input received from stakeholders to write the 2019-20 LCAP. The following section illustrates the survey process and results.

It was the intent of VCOE to collect LCAP input from all stakeholder groups including parents, teachers, students, classified staff, principals, other administration, bargaining units, local district personnel, representatives of DELAC committees, foster youth, and community partners. To ensure the process of gathering this input was as inclusive as possible, an English and Spanish survey was provided electronically and on paper. The electronic survey was available online as a link on the VCOE homepage and through our social media feeds, Twitter, Facebook, and Instagram. Additionally, the online survey was emailed to all staff, students, district office staff, community organizations and members that interact with our schools and students. Parents of VCOE students received the survey from each respective site administrator. In order to receive input from as wide and diverse a group as possible, a paper survey was distributed to schools sites. Parents, outside support agencies, business leaders, and others involved in educating/supporting our students were encouraged to complete the survey whenever attending an event or meeting on campus. All Stakeholders

were encouraged to participate and their input is valued.

Based on survey results, VCOE was able to clearly identify the top three State Priorities of our stakeholders as follows:

1. Priority 1 Basic Conditions of Learning (Quality of teachers, course materials, facilities)
2. Priority 3 Parental Involvement
3. Priority 5 Pupil Engagement

The following lists the 2019 VCOE Survey Responses by Stakeholder category:

- 102 - Parents
- 138 - Teachers
- 259 - Classified Staff
- 59 - Administration
- 15 - Para educators
- 8 - Speech Language Pathologists
- 93 - Students
- 13 - Community Members
- 11 - Partners
- 2 - Vendors
- 15 - Other
- 733 - Total Survey Responses

As a result of these efforts, the number of stakeholders engaging in the survey increased from 661 to 733. There was an increase of 72 responses from last year which is an 11% increase.

The following section reflects when and with whom VCOE consulted throughout the year:

**PARENT INVOLVEMENT**

- VCOE DELAC/ELAC Meetings

10/10, 3/26, 4/10

- Open House Events - Annually

4/10, 5/1, 5/6

- Back to School Nights - Annually

- Foster Family Meetings and Trainings

2018: 7/23, 7/24, 9/24, 10/4, 10/13, 10/24, 11/19, 11/28

2019: 1/26, 1/29, 1/31, 2/4, 2/23, 3/26, 4/3, 4/8, 4/24, 5/20, 5/29, 6/8, 6/10

#### COMMUNITY INVOLVEMENT

- Ventura County Workforce Development Board Meeting formally Workforce Investment Board Youth Council

8/1, 10/3, 12/5

- Youth Equity and Success formally Juvenile Detention Alternatives Initiative Meeting

9/18, 11/20, 1/15, 3/19, 5/21

- Juvenile Justice Coordinating Council - Bi-Monthly

- Operations Cabinet Monthly

- Personnel and Program Development Committee - Monthly

- Emails to all community partners requesting they complete the online survey

3/26, 4/2, 4/17, 4/20, 4/22, 4/23, 5/15, 5/17, 5/19, 5/20

#### STAFF INVOLVEMENT

- Staff/Faculty meetings at all school sites - Weekly/Monthly

- Consultation Meetings with Unions - Monthly

9/11, 10/22, 3/12, 5/14

- Representation on VCOE LCAP Meetings

- Student Services Branch Meetings - Monthly

9/18, 10/16, 11/27, 12/18, 1/15, 2/19, 3/19, 4/23, 5/21, 6/18

- Special Education Principal Meetings - Monthly

- Senior Management Meetings - Weekly

- Superintendent's Council - Monthly



- Student Services Collaborative - Monthly
- Student Attendance Review Board (SARB) - Monthly
- Online Survey

#### STUDENT INVOLVEMENT

- Survey - every student was provided time and a computer as appropriate to complete the online survey during dedicated class time

#### VCOE LCAP TIMELINE

- Data Monitoring/Collection: July 2018 – June 2019

LCAP updates and draft reports to Ventura County Board of Education (VCBE):

- April, May and June 2019
- Public Hearing June 17, 2019
- No stakeholder questions required Superintendent written responses June 2019
- Final LCAP Approved by VCBE: June 24, 2019

Stakeholders were supportive of the changes to the LCAP as the changes reflect the input received from all stakeholders. Priority areas will continue to focus on the identified areas of need to increase overall Attendance and reduce Chronic Absenteeism Rate, increase Graduation Rate, and Increase College and Career Indicator Rate. Hence, the actions and services aligned to the ten state priorities changed slightly to reflect the efforts and resources that will be directed to these high focus areas in the 2019-20 LCAP.

Stakeholders want to ensure that resources and collaboration are still directed to previous areas of focus to ensure the gains made continue to be maintained.

The following section reflects the ongoing involvement process in which the LEA will continue to engage in to promote stakeholder engagement in 2019-20 and mirrors the 2018-19 process:

1. Student Services Branch Monthly Meetings - Include LCAP as an agenda item. Site and district administrators will continue to monitor all goals, actions and services, as well as engage in discussion and provide evidence of progress to the Associate Superintendent.

2. The Associate Superintendent's office will continue to maintain a repository for all evidence of goal attainment in the form of a file box with each goal clearly labeled. As evidence of goal attainment is forwarded to the office, it will continue to be incorporated into the appropriate file and the master copy of the LCAP will be updated to reflect progress made on attainment of that goal.
3. Central Office Administration and staff, including key personnel in facilities, payroll and purchasing will continue to be involved in the process and when regularly consulted. When a facilities project is completed, the work order showing payment amounts for the project was will continue to be forwarded to the evidence repository and the LCAP updated to reflect goal completion and budgeted amount expended.
4. Regular meetings with stakeholders and community based agencies will continue to be held throughout the school year to share information on progress made with key stakeholders.
5. Employee Organizations will continue to be informed through the formal Consultation process
6. The Ventura County Board of Education was provided reports on the progress made towards the 2018-19 LCAP Goals in April and May of 2019 and an update on the development of the 2019-20 LCAP. A draft of the 2019-20 LCAP was provided in June 2019. On June 17 a public hearing was held to share progress made on all goals and newly developed or revised goals based on the analysis of the data. VCOE intends to mirror this timeline in 2019-20 and make adjustments to the timeline should there be any changes recommended to LEAs by CDE.
7. VCOE Senior Management will continue to regularly discuss LCAP related issues including progress made on goals.
8. LCAP updates will continue to be regularly placed on site staff meeting agendas and certificated and classified staff members will continue to be consulted on progress toward the LCAP goals.
9. Community and Law Enforcement Agencies will continue to be updated regularly on LCAP goals related to their respective areas of interest, such groups include: Ventura County Workforce Development Board Meeting formally Workforce Investment Board Youth Council; Youth Equity and Success formally Juvenile Detention Alternatives Initiative Meeting; United Parents; Community Corrections Partnership; Ventura County Probation Department

10. In addition, information will continue to be solicited from all VCOE stakeholders via electronic and paper version surveys. This survey will continue to be promoted through the VCOE main website along with links to data and other pertinent information to help inform their decision. This information will also continue to be sent out via email, social media, specifically using Facebook, Instagram and Twitter.

## **Impact on LCAP and Annual Update**

How did these consultations impact the LCAP for the upcoming year?

VCOE is committed to providing a quality education for all students in VCOE schools and programs and values stakeholders' feedback. Input provided by stakeholders from the above consultations were utilized to drive program design and impacted decision making for the upcoming year.

Impact:

VCOE central office administration, site administrators, teachers and other employees were continuously involved in the LCAP analysis of goal attainment through actions and services provided as well as in the annual update process. As a result, the following actions detail findings illuminated:

1. The continued need to develop effective methods to improve pupil engagement to improve attendance rates, graduation rates and reduce chronic absenteeism rates
2. Continued implementation of creative strategies for increasing parental involvement and improved communication between school and parents
3. The continued need for increased positive behavior supports and interventions
4. A continued need for improving Conditions of Learning (professional development, course materials, facilities)
5. The need for continued training in Trauma Informed Care and Restorative Practices
6. The need to increase the College and Career Indicator Rate by continuing to increase college and career readiness opportunities/career education course completion and increase related professional learning opportunities for VCOE educators
7. The need to maintain extended school year services to Gateway Community School
8. Continue to foster a more positive school climate through meeting both the academic needs as well as the social emotional needs of students
9. Continue to prioritize improved school climate, culture and safety

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

## Goal 1

Goal 1

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

**State and/or Local Priorities addressed by this goal:**

**State Priorities:** 1, 4, 5, 7, 8, 9, 10

**Local Priorities:**

**Identified Need:**

The High School Equivalency Diploma exam options have been augmented by the addition of the HiSET exam (to compliment the GED) and following the third year of implementation 100% of test takers passed their respective test, exceeding the 85% goal. The goal is to continue to meet or exceed the 85% pass rate.

There is an identified need to continue to increase the enrollment in CTE courses among VCOE students. VCOE will continue to create opportunities for student access to Career Education and promote the increase in College/Career Indicator Rate through expansion of capstone offerings, conduct quarterly orientations LEA wide and with identified Gateway students. Consistent with the state's goal of increasing college and career readiness, student participation rates should continue to increase among students in Court and Community Schools and Special Education schools and programs. There is a continued need to provide counseling services for students relative to college/career planning.

Site leaders indicate the need to ensure greater consistency and more regular use of formative and/or authentic assessments which are not evident in all curricular areas.

Based on stakeholder engagement, continued training is needed in California Standards implementation and lesson design, including project-based learning, English Language Development, History-Social Science Standards and Next Generation Science Standards.

Based on stakeholder feedback, there is a need to pilot/adopt updated and approved History-Social Science and Science instructional materials.

Student achievement in ELA and Math needs to improve as measured by pre and post testing.

There is an on-going need to implement the English Learner Roadmap.

There is an ongoing need for VCOE to continue to ensure all teachers are appropriately credentialed to teach in their assigned area.

### **Expected Annual Measureable Outcomes**

<b>Metrics/Indicators</b>	<b>Baseline</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
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Instructional Materials	100% students had access, but ELA materials were piloted and not adopted	100% students will have access including adoption of ELA Materials	100% students will have access to standards aligned History-Social Science instructional materials	100% students will have access to standards aligned instructional materials in all areas
STAR Reading	Students increase by 3% from pre to post test	Students increase by 4% from pre to post test	Students increase by 5% from pre to post test	Students increase by 6% from pre to post test
STAR Math	Students' scores as established on pre-test	Students increase by 4% from pre to post test	Students increase by 5% from pre to post test	Students increase by 6% from pre to post test
Failed placements (dropouts or return to district)	There were 5 Failed Placements in 2016-17	Failed Placements decrease from 3 to 2	No longer measured	No longer measured
Completion of Career and Technical Course	61.3% of Gateway students completed a CTE Course	70% of Gateway students will complete a CTE Course	80% of Gateway students will complete a CTE Course	90% of Gateway students will complete a CTE Course
Participation in Career Education	Phoenix had 6 and Triton 5 students completing CTE Course	Minimum of 6 students from Phoenix and Triton	Minimum of 8 students from Phoenix and Triton	Minimum of 10 students from Phoenix and Triton

Course offerings aligned to California Standards and Next Generation Science Standards	Science courses are not yet aligned to the Next Generation Science Standards	100% of Science courses will be aligned to the Next Generation Science Standards	100% of History-Social Science courses will be aligned to the California State Standards	Outcome/Metric will be eliminated unless other curricular areas are in need of alignment based on future developments.
Students passing HiSET	78% passed HiSET	Increase by 2% by from 83% to 85% or more	Maintain at 85%	Maintain at 85%
Teachers appropriately credentialed	100% of Teachers working with appropriate credential	100% of Teachers working with appropriate credential	100% of Teachers working with appropriate credential	100% of Teachers working with appropriate credential
Graduation rate	100% of seniors graduated – 11 of 11 possible	No less than 90% of seniors identified in September will graduate on time	No less than 90% of seniors identified in September will graduate on time	No less than 90% of seniors identified in September will graduate on time

## Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

**Actions/Services**

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

Modified

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Goal 1 - Action 1

Goal 1 - Action 1

Goal 1 - Action 1

Increasing the accessibility of the California State Standards (CSS) will be improved through:

Increasing the accessibility of the California State Standards (CSS) will be improved through:

Increasing the accessibility of the California State Standards (CSS) will be improved through:

a. Adopting and implementing standards-

a. Implementing standards- aligned

a. Adopting History-Social Science materials,



aligned instructional materials in ELA/ELD

b. Ensuring all courses are aligned to CA State Standards including science courses alignment to the Next Generation Science Standards

c. No fewer than 20 teachers will receive Professional Development covering implementation of the Next Generation Science Standards

d. Assess students no less than quarterly using formative assessments in ELA and Math.

e. Regularly communicate to students the level of their academic skills as assessed and ensure greater consistency in test administration including ensuring that student tests with their own teacher.

instructional materials in History-Social Science

b. Ensuring all courses are aligned to CA State Standards including History-Social Science courses

c. No fewer than 5 teachers will receive Professional Development covering implementation of the California History-Social Science Standards

d. Assess students no less than quarterly using formative assessments in ELA and Math.

e. Regularly communicate to students the level of their academic skills as assessed and ensure greater consistency in test administration including ensuring that student tests with their own teacher.

implementing standards- aligned instructional materials in Science

b. Ensuring all courses are aligned to California State Standards

c. No fewer than 5 teachers will receive Professional Development covering implementation of the California State Standards

d. Assess students no less than quarterly using formative assessments in ELA and Math.

e. Regularly communicate to students the level of their academic skills as assessed and ensure greater consistency in test administration including ensuring that student tests with their own teacher.

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
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<b>Amount</b>	<ul style="list-style-type: none"> <li>a. \$40,000</li> <li>b. \$20,000</li> <li>c. \$20,000</li> <li>d. \$5,000</li> <li>e. \$5,000</li> </ul>	<ul style="list-style-type: none"> <li>a. \$40,000</li> <li>b. \$5,000</li> <li>c. \$3,000</li> <li>d. \$5,000</li> <li>e. \$5,000</li> </ul>	<ul style="list-style-type: none"> <li>a. \$40,000</li> <li>b. \$5,000</li> <li>c. \$3,000</li> <li>d. \$5,000</li> <li>e. \$5,000</li> </ul>
<b>Source</b>	<ul style="list-style-type: none"> <li>a. restricted state lottery</li> <li>b. restricted state lottery</li> <li>c. unrestricted LCFF</li> <li>d. LCFF</li> <li>e. LCFF</li> </ul>	<ul style="list-style-type: none"> <li>a. restricted state lottery</li> <li>b. unrestricted LCFF supplemental</li> <li>c. unrestricted LCFF supplemental</li> <li>d. LCFF</li> <li>e. LCFF</li> </ul>	<ul style="list-style-type: none"> <li>a. restricted state lottery</li> <li>b. unrestricted LCFF supplemental</li> <li>c. unrestricted LCFF supplemental</li> <li>d. LCFF</li> <li>e. LCFF</li> </ul>
<b>Budget Reference</b>	<ul style="list-style-type: none"> <li>a. supplies</li> <li>b. supplies</li> <li>c. services</li> <li>d. salaries and benefits</li> <li>e. salaries and benefits</li> </ul>	<ul style="list-style-type: none"> <li>a. supplies</li> <li>b. supplies</li> <li>c. services</li> <li>d. salaries and benefits</li> <li>e. salaries and benefits</li> </ul>	<ul style="list-style-type: none"> <li>a. supplies</li> <li>b. supplies</li> <li>c. services</li> <li>d. salaries and benefits</li> <li>e. salaries and benefits</li> </ul>

## Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

N/A

**Location(s)**

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

Schoolwide

Specific Schools, Gateway, Triton & Phoenix

**Actions/Services**

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

Unchanged

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Goal 1 - Action 2

Goal 1 - Action 2

Goal 1 Action 2

VCOE will work to increase the career readiness of the students we serve by:

VCOE will work to increase the career readiness of the students we serve by:

VCOE will work to increase the career readiness of the students we serve by:

a. Counselor will meet with no less than 85% of students for college and career planning. Expense represents 12% of Counselor FTE

a. Counselor will meet with no less than 90% of students at Gateway School for college and career planning. Expense represents 15% of Counselor FTE

a. Counselor will meet with no less than 100% of students at Gateway School for college and career planning. Expense represents 18% of Counselor FTE

b. Continue to increase the enrollment in CTE courses among VCOE students

b. Continue to increase the enrollment in CTE courses among VCOE students

b. Continue to increase the enrollment in CTE courses among VCOE students

c. After school enrichment program

emphasizing integration of career education and common core standards attainment via project-based learning will be provided. Educational services and transportation for approximately 30 students will be provided with LI, EL and Foster Youth receiving priority enrollment.

c. Extended School Year enrichment program at Gateway School emphasizing integration of career education and common core standards attainment via project-based learning will be provided.

d. Educational services and transportation for approximately 35 students will be provided with LI, EL and Foster Youth receiving priority enrollment.

c. Extended School Year enrichment program at Gateway School emphasizing integration of career education and common core standards attainment via project-based learning will be provided.

d. Educational services and transportation for approximately 38 students will be provided with LI, EL and Foster Youth receiving priority enrollment.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	<ul style="list-style-type: none"> <li>a. \$18,000</li> <li>b. \$2,000</li> <li>c. \$20,000</li> </ul>	<ul style="list-style-type: none"> <li>a. \$22,000</li> <li>b. \$2,000</li> <li>c. \$22,000</li> <li>d. \$5,000</li> </ul>	<ul style="list-style-type: none"> <li>a. \$28,000</li> <li>b. \$2,000</li> <li>c. \$24,000</li> <li>d. \$7,000</li> </ul>
<b>Source</b>	<ul style="list-style-type: none"> <li>a. unrestricted LCFF</li> <li>b. unrestricted LCFF</li> <li>c. unrestricted LCFF</li> </ul>	<ul style="list-style-type: none"> <li>a. unrestricted LCFF</li> <li>b. unrestricted LCFF</li> <li>c. unrestricted LCFF</li> <li>d. unrestricted LCFF</li> </ul>	<ul style="list-style-type: none"> <li>a. unrestricted LCFF</li> <li>b. unrestricted LCFF</li> <li>c. unrestricted LCFF</li> <li>d. unrestricted LCFF</li> </ul>

**Budget Reference**

a. salary and benefits  
 b. salary and benefits  
 c. salary and benefits

a. salary and benefits  
 b. salary and benefits  
 c. salary and benefits  
 d. transportation / services

a. salary and benefits  
 b. salary and benefits  
 c. salary and benefits  
 d. transportation / services

**Action #3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

Schoolwide

Specific Schools, Gateway, Providence,  
 Phoenix & Triton

**Actions/Services**

Select from New, Modified, or Unchanged  
 for 2017-18

Select from New, Modified, or Unchanged  
 for 2018-19

Select from New, Modified, or Unchanged  
 for 2019-20

Unchanged

Modified

Modified

**2017-18 Actions/Services**

Goal 1 - Action 3

VCOE will continue to provide credit recovery options to all students to ensure that they are better able to graduate on time. Options will include: On-line coursework through APEX and Canvas software programs, Independent Studies, Adult Education Enrollment, Community College Enrollment, Evening Classes at VC Career Education Center

**2018-19 Actions/Services**

Goal 1 - Action 3

VCOE will continue to provide credit recovery options to all students to ensure that they are better able to graduate on time. Options will include: On-line coursework through APEX and Canvas software programs, Independent Studies, Adult Education Enrollment, Community College Enrollment, Evening Classes at VC Career Education Center

**2019-20 Actions/Services**

Goal 1 - Action 3

VCOE will continue to provide credit recovery options to all students to ensure that they are better able to graduate on time. Options will include: On-line coursework through APEX and Canvas software programs, Independent Studies, Adult Education Enrollment, Community College Enrollment, Afternoon and Evening classes at VC Career Education Center

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	\$22,000	\$60,000	\$60,000
<b>Source</b>	Unrestricted LCFF	Unrestricted LCFF supplemental	Unrestricted LCFF supplemental
<b>Budget Reference</b>	Services	Services	Services

## Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

Schoolwide

Specific Schools, Gateway, Providence

### Actions/Services

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

Unchanged

Unchanged

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Goal 1 - Action 4

Goal 1 - Action 4

Goal 1 - Action 4

High School Equivalency test preparation and Administration

High School Equivalency test preparation and Administration

High School Equivalency test preparation and Administration

a. Maintain sufficient staffing to administer HiSet

b. Test preparation materials provided to student and provide staff training

a. Maintain sufficient staffing to administer HiSet

b. Test preparation materials provided to student and provide staff training

a. Maintain sufficient staffing to administer HiSet

b. Test preparation materials provided to student and provide staff training

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	a. \$42,944 b. \$1,200	a. \$42,944 b. \$1,200	a. \$42,944 b. \$1,200
<b>Source</b>	a. Unrestricted LCFF b. Unrestricted LCFF	a. Unrestricted LCFF b. Unrestricted LCFF	a. Unrestricted LCFF b. Unrestricted LCFF
<b>Budget Reference</b>	a. Salaries and benefits b. Supplies	a. Salaries and benefits b. Supplies	a. Salaries and benefits b. Supplies

**Action #5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

N/A

**Location(s)**

N/A



**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners

LEA-Wide

Specific Schools, Gateway

**Actions/Services**

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

Unchanged

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Goal 1 - Action 5

Goal 1 - Action 5

Goal 1 - Action 5

Targeted support for EL students will include:

Targeted support for EL students will include:

Targeted support for EL students will include:

a. A daily 40-minute intervention period in groups of or less and for students in special education students will have individualized ELD IEP goal(s).

a. A daily 40-minute intervention period in groups of or less and for students in special education students will have individualized ELD IEP goal(s).

a. A daily 40-minute intervention period in groups of or less and for students in special education students will have individualized ELD IEP goal(s).

b. Adopt and implement curriculum and supplement instructional materials appropriate for long term

b. Maintain curriculum and supplement instructional materials appropriate for long term

b. Maintain curriculum and supplement instructional materials appropriate for long term

English learners

c. Professional Development in English Language Development (ELD) Standards and ELD teaching strategies

English learners

c. Professional Development in English Language Development (ELD) Standards and ELD teaching strategies

English learners

c. Professional Development in English Language Development (ELD) Standards and ELD teaching strategies

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	a. \$19,526 b. \$2,000 c. \$8,000	a. \$42,944 b. \$2,000 c. \$8,000	a. \$45,521 b. \$2,000 c. \$8,000
<b>Source</b>	a. Unrestricted LCFF b. Restricted state lottery c. Unrestricted LCFF	a. Unrestricted LCFF supplemental b. Restricted state lottery c. Unrestricted LCFF supplemental	a. Unrestricted LCFF supplemental b. Restricted state lottery c. Unrestricted LCFF supplemental
<b>Budget Reference</b>	a. Salaries and benefits b. Supplies c. Services	a. Salaries and benefits b. Supplies c. Services	a. Salaries and benefits b. Supplies c. Services

**Action #6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

Foster Youth

LEA-Wide

All Schools

**Actions/Services**

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

Unchanged

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Goal 1 - Action 6

Goal 1 - Action 6

Goal 1 - Action 6

Foster youth students will be provided a foster youth liaison and school counselor support to ensure student files, records and transcripts follow the students from school to school, and ensure the students are enrolled in the correct academic subjects. This counselor and Foster Liaison will provide

Foster youth students will be provided three foster youth liaisons and school counselor support to ensure student files, records and transcripts follow the students from school to school, and ensure the students are enrolled in the correct academic subjects. This counselor and Foster Liaison will provide

Foster youth students will be provided three Foster Youth Liaisons and school counselor support to ensure student files, records and transcripts follow the students from school to school, and ensure the students are enrolled in the correct academic subjects. This counselor and Foster Liaisons will provide

foster youth services to ensure students who qualify have access to AB216 requirements including the ability to graduate with 130 credits

foster youth services to ensure students who qualify have access to AB216 requirements including the ability to graduate with 130 credits

foster youth services to ensure students who qualify have access to AB216 requirements including the ability to graduate with 130 credits

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	\$135,000	\$315,517 and \$175,993	\$400,000
<b>Source</b>	State restricted foster youth	State restricted foster youth and LCFF supplemental	State restricted foster youth and LCFF supplemental
<b>Budget Reference</b>	Salary and benefits	Salary and benefits	Salary and benefits

**Action #7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

N/A

**Scope of Services:**

N/A

**Location(s)**

N/A

**Actions/Services**

**Select from New, Modified, or Unchanged for 2017-18**

Unchanged

**Select from New, Modified, or Unchanged for 2018-19**

Unchanged

**Select from New, Modified, or Unchanged for 2019-20**

Unchanged

**2017-18 Actions/Services**

Goal 1 - Action 7

VCOE Student Services and Human Resources will meet no less than monthly to monitor teacher assignments and staffing patterns to ensure there are no teacher misassignments and to plan for future staffing needs.

**2018-19 Actions/Services**

Goal 1 - Action 7

VCOE Student Services and Human Resources will meet no less than monthly to monitor teacher assignments and staffing patterns to ensure there are no teacher misassignments and to plan for future staffing needs.

**2019-20 Actions/Services**

Goal 1 - Action 7

VCOE Student Services and Human Resources will meet no less than monthly to monitor teacher assignments and staffing patterns to ensure there are no teacher misassignments and to plan for future staffing needs.

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

**Amount**

\$5,000

\$5,000

\$5,000

<b>Source</b>	LCFF	LCFF	LCFF
<b>Budget Reference</b>	salaries and benefits	salaries and benefits	salaries and benefits

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

## Goal 2

Goal 2

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

### State and/or Local Priorities addressed by this goal:

**State Priorities:** 1, 5, 6, 8

**Local Priorities:**

### Identified Need:

Discipline referral data and teacher interviews evidence that behavioral disruptions are too frequent and detract from instructional effectiveness. Consequently, there is a need for increased support, supervision and intervention to include increased supervision and Positive Behavior Interventions at Phoenix and Gateway.

Stakeholder feedback has indicated an ongoing need to continue to provide increased professional development to staff regarding issues and challenges facing the youth we serve

Rate of attendance and behavioral issues evidence the need to continue to increase student engagement and connectedness to school. Attendance Rates:

Providence Court School - 98.77% in 2017-18 and 97.86% in 2018-19

Gateway Community School - 75.56% in 2017-18 and 75.24% in 2018-19  
 Special Education Schools - 87.19% in 2017-18 and 87.78% in 2018-19

Student referral data and site administration feedback indicates that there is a need for increased deterrents and support for dealing with substance abuse.

There is a need to enhance Physical Education resources for students. The VCOE team will need to investigate model PE curriculum, best practices for promoting physical fitness, individual goal setting and progress monitoring using data collection and analysis. The Wellness Center will be an additional resource to promote student engagement in maintaining and improving healthy lifestyle choices.

**Expected Annual Measureable Outcomes**

<b>Metrics/Indicators</b>	<b>Baseline</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
Student disciplinary referrals	There were 329 discipline referrals in 2016-17	Decrease by 10% from prior year from 329 to 296	Establish new baseline for multi-tiered referral system for student behavior, academics, and social-emotional needs at Gateway and Phoenix	The baseline for multi-tiered referral system for student behavior, academics, and social-emotional needs is 153 referrals at Gateway and 1135 referrals at Phoenix.
Student suspension	There were 54 total suspensions in 2016-17	Decrease by 5% from prior year from 54 to 51	Decrease by 5% from prior year from 49 to 46 at Gateway and 73 to 70 at Phoenix	Decrease by 1% from prior year from 22 to 21 at Gateway. Reduce by 1% at Phoenix from 30 to 29.



Student attendance	Attendance rate was 76.15%	Increase by 1% from prior year to 77.15% or better	Increase by 1% from prior year to 78.15% or better	Increase by 3.9% from prior year to 79.15% or better  Student Attendance Rate was 75.56% in 2017-18 and is 75.24% in 2018-19 at Gateway
Chronically absent students	44.2% of students were identified as chronically absent students.	Decrease by 3% from 44.2% to 41.2%	Decrease by 13% from 53% to 40% or less	Decrease by 7% from 42% to 35% or less
Facility Inspection Tool (FIT)	Scores maintained at 98% or higher	Scores maintained at 98% or higher	Scores maintained at 98% or higher	Scores maintained at 98% or higher

Behavior Support Services

Contracts will be increased by 3% from the prior year

Contracts will be increased by 3% from the prior year

Behavior support services will continue to provided but measurement will change from contracts to the number of counseling sessions provided to students. Baseline established from 2017-2018 established at 1544. Sessions will increase by 3% from the prior year from 1544 to 1509.

Sessions will continue to increase by 2%, from 1604 in the prior year to 1636.  
  
Baseline established from 2017-2018 established at 1544. Sessions were increased from the prior year from 1544 to 1604 in 2018-19

## Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

N/A

**Location(s)**

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

LEA-Wide

Specific Schools, Gateway and Phoenix

**Actions/Services**

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

Unchanged

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Goal 2 - Action 1

Goal 2 - Action 1

Goal 2 - Action 1

VCOE will work to increase student engagement, attendance and pro social attitudes by implementing restorative practices such as:

VCOE will work to increase student engagement, attendance and pro social attitudes by implementing restorative practices such as:

VCOE will work to increase student engagement, attendance and pro social attitudes by implementing restorative practices such as:

a. Alternatives to suspension through the use of Behavioral Health service, Behavioral Plans, community service, and restorative discipline treatment plans.

a. Alternatives to suspension through the use of Behavioral Health service, Behavioral Plans, community service, and restorative discipline treatment plans.

a. Alternatives to suspension through the use of Behavioral Health service, Behavioral Plans, community service, and restorative discipline treatment plans.

b. Increase service hours provided through health and counseling services contracts by

b. Increase service hours provided through health and counseling services contracts by

b. Increase service hours provided through health and counseling services contracts by

3% from prior year

c. Provide training in restorative discipline practices; trauma informed care; positive behavior supports and alternative means of correcting behavior to 20 additional staff members

d. Maintain full time position for Restorative Justice Resource Teacher

3% from prior year

c. Provide training in restorative discipline practices; trauma informed care; positive behavior supports and alternative means of correcting behavior to 10 additional staff members

d. Maintain full time position for Restorative Justice Resource Teacher and participate in the Thrive truancy/attendance countywide program

3% from prior year

c. Provide training in restorative discipline practices; trauma informed care; positive behavior supports and alternative means of correcting behavior to 10 additional staff members

d. Maintain fulltime position for Restorative Justice Resource Teacher and participate in the Thrive truancy/attendance countywide program

e. Implement Social-Emotional Learning supplemental curriculum in Personal Development Courses (School Connect)

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	<ul style="list-style-type: none"> <li>a. \$80,000</li> <li>b. \$2,400</li> <li>c. \$1,200</li> <li>d. \$126,042</li> </ul>	<ul style="list-style-type: none"> <li>a. \$80,000</li> <li>b. \$3,000</li> <li>c. \$1,200</li> <li>d. \$131,200 and \$2,058</li> </ul>	<ul style="list-style-type: none"> <li>a. \$80,000</li> <li>b. \$3,500</li> <li>c. \$1,200</li> <li>d. \$139,072 and \$2,058</li> <li>e. \$3,500</li> </ul>

<b>Source</b>	<ul style="list-style-type: none"> <li>a. Unrestricted LCFF</li> <li>b. Unrestricted LCFF</li> <li>c. Unrestricted LCFF</li> <li>d. Unrestricted LCFF</li> </ul>	<ul style="list-style-type: none"> <li>a. Unrestricted LCFF supplemental</li> <li>b. Unrestricted LCFF supplemental</li> <li>c. Unrestricted LCFF supplemental</li> <li>d. Unrestricted LCFF supplemental</li> </ul>	<ul style="list-style-type: none"> <li>a. Unrestricted LCFF supplemental</li> <li>b. Unrestricted LCFF supplemental</li> <li>c. Unrestricted LCFF supplemental</li> <li>d. Unrestricted LCFF supplemental</li> <li>e. Unrestricted LCFF supplemental</li> </ul>
<b>Budget Reference</b>	<ul style="list-style-type: none"> <li>a. Services</li> <li>b. Services</li> <li>c. Services</li> <li>d. Salary and benefits</li> </ul>	<ul style="list-style-type: none"> <li>a. Services</li> <li>b. Services</li> <li>c. Services</li> <li>d. Salary and benefits and services</li> </ul>	<ul style="list-style-type: none"> <li>a. Services</li> <li>b. Services</li> <li>c. Services</li> <li>d. Salary and benefits and services</li> <li>e. Materials</li> </ul>

## Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

LEA-Wide

Specific Schools, Gateway, Providene,

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

### 2017-18 Actions/Services

Goal 2 - Action 2

VCOE will work to increase School Safety by:

- a. Providing a full time Ventura County Probation Officer at Gateway
- b. Contract with locally approved vendor for no less than two inspections per month at Gateway and Phoenix
- c. Providing bus aides in support of safety at Gateway
- d. Investing in Professional Development and materials in support CHAMPS Positive

Select from New, Modified, or Unchanged for 2018-19

Modified

### 2018-19 Actions/Services

Goal 2 - Action 2

VCOE will work to increase School Safety by:

- a. Providing a full time Ventura County Probation Officer at Gateway
- b. Contract with locally approved vendor for no less than two inspections per month at Gateway and Phoenix
- c. Providing bus aides in support of safety at Gateway
- d. Investing in Professional Development and materials in support CHAMPS Positive

Select from New, Modified, or Unchanged for 2019-20

Modified

### 2019-20 Actions/Services

Goal 2 - Action 2

VCOE will work to increase School Safety by:

- a. Providing a full time Ventura County Probation Officer at Gateway
- b. Contract with locally approved vendor for no less than two inspections per month at Gateway and Phoenix
- c. Providing bus aides in support of safety at Gateway
- d. Investing in Professional Development and materials in support CHAMPS Positive

Behavioral  
 Supports and NCPI in all VCOE Schools

e. Maintain a full time Instructional support position for behavioral support at Gateway

Behavioral  
 Supports and NCPI in all VCOE Schools

e. Maintain a full time Behavioral support position at Gateway

f. Modify or improve school facilities as necessary for increased safety

Behavioral  
 Supports and NCPI in all VCOE Schools

e. Maintain a full time Behavioral support position at Gateway

f. Modify or improve school facilities as necessary for increased safety

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
<b>Amount</b>	a. \$100,000 b. \$5,000 c. \$9,000 d. \$5,000 e. \$60,000	a. \$100,000 b. \$5,000 c. \$6,131 d. \$5,000 e. \$63,000 f. \$25,000	a. \$100,000 b. \$9,000 c. \$8,000 d. \$5,000 e. \$66,000 f. \$25,000
<b>Source</b>	a. Unrestricted LCFF b. Unrestricted LCFF c. Unrestricted LCFF d. Unrestricted LCFF e. Unrestricted LCFF	a. Unrestricted LCFF b. Unrestricted LCFF c. Unrestricted LCFF d. Unrestricted LCFF e. Unrestricted LCFF f. Unrestricted LCFF	a. Unrestricted LCFF b. Unrestricted LCFF c. Unrestricted LCFF d. Unrestricted LCFF e. Unrestricted LCFF f. Unrestricted LCFF

**Budget Reference**

a. Services  
 b. Services  
 c. Salaries and benefits  
 d. Services  
 e. Salaries and benefits

a. Services  
 b. Services  
 c. Salaries and benefits  
 d. Services  
 e. Salaries and benefits  
 f. Supplies

a. Services  
 b. Services  
 c. Salaries and benefits  
 d. Services  
 e. Salaries and benefits  
 f. Supplies

**Action #3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

LEA-Wide

Specific Schools, Gateway, Providence, Phoenix & Triton

**Actions/Services**

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged



**for 2017-18**

Unchanged

**2017-18 Actions/Services**

Goal 2 - Action 3

VCOE will maintain counselor positions with a ratio of no more than 150:1 to meet the academic and socio- emotional needs of all students

a. Maintain full time Counselor at Gateway Community School

b. Maintain counseling services at Providence Court School and expand services provided by this employee to diploma track high school students in special education settings as well

**for 2018-19**

Unchanged

**2018-19 Actions/Services**

Goal 2 - Action 3

VCOE will maintain counselor positions with a ratio of no more than 150:1 to meet the academic and socio- emotional needs of all students

a. Maintain full time Counselor at Gateway Community School

b. Maintain counseling services at Providence Court School and expand services provided by this employee to diploma track high school students in special education settings as well

**for 2019-20**

Unchanged

**2019-20 Actions/Services**

Goal 2 - Action 3

VCOE will maintain counselor positions with a ratio of no more than 150:1 to meet the academic and socio- emotional needs of all students

a. Maintain full time Counselor at Gateway Community School

b. Maintain counseling services at Providence Court School and expand services provided by this employee to diploma track high school students in special education settings as well

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
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<b>Amount</b>	a. \$132,428 b. \$97,773	a. \$132,428 b. \$97,773	a. \$132,428 b. \$97,773
<b>Source</b>	a. Unrestricted LCFF b. Unrestricted LCFF	a. Unrestricted LCFF b. Unrestricted LCFF	a. Unrestricted LCFF b. Unrestricted LCFF
<b>Budget Reference</b>	a. Salaries and benefits b. Salaries and benefits	a. Salaries and benefits b. Salaries and benefits	a. Salaries and benefits b. Salaries and benefits

## Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

LEA-Wide

Specific Schools, Gateway, Phoenix, Providence

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

### 2017-18 Actions/Services

#### Goal 2 - Action 4

VCOE will implement an incentive program to increase student engagement and address high rates of absenteeism. The program may include Pro Social activities such as:

- a. Lunch and afterschool activities
- b. Opportunities for Service Learning and volunteering
- c. Culturally relevant guest speakers on person motivation and career readiness
- d. Field trips to universities, museums and other educational venues
- e. Purchase of student incentives, awards and materials and supplies to honor student

Select from New, Modified, or Unchanged for 2018-19

Modified

### 2018-19 Actions/Services

#### Goal 2 - Action 4

VCOE will implement an incentive program to increase student engagement and address high rates of absenteeism. The program may include Pro Social activities such as:

- a. Lunch and afterschool activities
- b. Opportunities for Service Learning and volunteering
- c. Culturally relevant guest speakers on person motivation and career readiness
- d. Field trips to universities, museums and other educational venues
- e. Purchase of student incentives, awards and materials and supplies to honor student

Select from New, Modified, or Unchanged for 2019-20

Modified

### 2019-20 Actions/Services

#### Goal 2 - Action 4

VCOE will implement an incentive program to increase student engagement and address high rates of absenteeism. The program may include Pro Social activities such as:

- a. Lunch and afterschool activities
- b. Opportunities for Service Learning and volunteering
- c. Culturally relevant guest speakers on person motivation and career readiness
- d. Field trips to universities, museums and other educational venues
- e. Purchase of student incentives, awards and materials and supplies to honor student

accomplishments

f. Instructional materials and technology to support high interest student projects

accomplishments

f. Instructional materials and technology to support high interest student projects

accomplishments

f. Instructional materials and technology to support high interest student projects

g. Wellness Center to promote student engagement in maintaining and improving physical fitness and healthy lifestyle choices

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	a. \$2,000 b. \$2,000 c. \$2,000 d. \$2,000 e. \$2,000 f. \$2,000	a. \$2,000 b. \$2,000 c. \$2,000 d. \$2,000 e. \$2,000 f. \$2,000	a. \$2,000 b. \$2,000 c. \$2,000 d. \$2,000 e. \$2,000 f. \$2,000 g. \$2,000

**Source**

- a. unrestricted LCFF supplemental
- b. unrestricted LCFF supplemental
- c. unrestricted LCFF supplemental
- d. unrestricted LCFF supplemental
- e. unrestricted LCFF supplemental
- f. unrestricted LCFF supplemental

- a. unrestricted LCFF supplemental
- b. unrestricted LCFF supplemental
- c. unrestricted LCFF supplemental
- d. unrestricted LCFF supplemental
- e. unrestricted LCFF supplemental
- f. unrestricted LCFF supplemental

- a. unrestricted LCFF supplemental
- b. unrestricted LCFF supplemental
- c. unrestricted LCFF supplemental
- d. unrestricted LCFF supplemental
- e. unrestricted LCFF supplemental
- f. unrestricted LCFF supplemental
- g. unrestricted LCFF supplemental

**Budget Reference**

- a. supplies
- b. supplies
- c. services
- d. services
- e. supplies
- f. supplies

- a. supplies
- b. supplies
- c. services
- d. services
- e. supplies
- f. supplies

- a. supplies
- b. supplies
- c. services
- d. services
- e. supplies
- f. supplies
- g. services and supplies

## Action #5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

All Students

**Location(s)**

Specific Schools, Penfield, Phoenix Airport, Triton Academy, Moorpark ACCESS, Moorpark Career Education Center

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

Unchanged

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Goal 2 - Action 5  
  
 Maintain facilities in good repair.  
  
 a. Gateway Exterior Painting  
 b. Penfield Exterior Painting  
 c. Phoenix Airport Classroom and Office Renovation

Goal 2 - Action 5  
  
 Maintain facilities in good repair.  
  
 a. Shade structures - 4 total - Boswell, Dwire, Phoenix and Penfield schools  
 b. Security enhancements - video surveillance, intrusion detection, locking hardware  
 c. Play equipment - Dwire School  
 d. Epoxy floors - Career Education Center  
 e. Roofing - Penfield School & Career Education Center

Goal 2 - Action 5  
  
 Maintain facilities in good repair.  
  
 a. Paving - Phoenix Airport School  
 b. Paving - Moorpark Phoenix / ACCESS Schools  
 c. Security enhancements

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	<ul style="list-style-type: none"> <li>a. \$40,000</li> <li>b. \$40,000</li> <li>c. \$ 300,000</li> </ul>	<ul style="list-style-type: none"> <li>a. \$160,000</li> <li>b. \$60,000</li> <li>c. \$15,000</li> <li>d. \$45,000</li> <li>e. \$15,000</li> </ul>	<ul style="list-style-type: none"> <li>a. \$60,000</li> <li>b. \$100,000</li> <li>c. \$60,000</li> </ul>
<b>Source</b>	<ul style="list-style-type: none"> <li>a. Unrestricted LCFF</li> <li>b. Unrestricted LCFF</li> <li>c. Unrestricted LCFF</li> </ul>	<ul style="list-style-type: none"> <li>a. RDA</li> <li>b. Unrestricted LCFF supplemental</li> <li>c. restricted state</li> <li>d. Unrestricted LCFF supplemental</li> <li>e. Unrestricted LCFF supplemental</li> </ul>	<ul style="list-style-type: none"> <li>a. Unrestricted LCFF</li> <li>b. Unrestricted LCFF</li> <li>c. Unrestricted LCFF</li> </ul>
<b>Budget Reference</b>	<ul style="list-style-type: none"> <li>a.. Services</li> <li>b. Services</li> <li>c. Capital outlay</li> </ul>	<ul style="list-style-type: none"> <li>a. services</li> <li>b. services</li> <li>c. supplies</li> <li>d. services</li> <li>e. services</li> </ul>	<ul style="list-style-type: none"> <li>a. services</li> <li>b. services</li> <li>c. services</li> </ul>

## Action #6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

Foster Youth

LEA-Wide

All Schools

**Actions/Services**

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

Modified

Unchanged

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Goal 2 - Action 6

Goal 2 - Action 6

Goal 2 - Action 6

Foster Youth students will be provided counseling and information regarding AB216 and AB490 provisions. Foster Youth will receive priority enrollment in career education classes and supplemental programs.

Foster Youth students will be provided counseling and information regarding AB216 and AB490 provisions. Foster Youth will receive priority enrollment in career education classes and supplemental programs.

Foster Youth students will be provided counseling and information regarding AB216 and AB490 provisions. Foster Youth will receive priority enrollment in career education classes and supplemental programs.

**Budgeted Expenditures**



<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	Expense included in goal 1, action #6	Expense included in goal 1, action #6	Expense included in goal 1, action #6
<b>Source</b>	Expense included in goal 1, action #6	Expense included in goal 1, action #6	Expense included in goal 1, action #6
<b>Budget Reference</b>	Expense included in goal 1, action #6	Expense included in goal 1, action #6	Expense included in goal 1, action #6

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

## Goal 3

Goal 3

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

### State and/or Local Priorities addressed by this goal:

**State Priorities:** 3, 4, 6, 9

**Local Priorities:**

### Identified Need:

Parent involvement is low as evidenced in low numbers of parents attending committee meetings and other planning events. Traditional approaches have not proven sufficient at Gateway School, there is a need to continue to promote and increase parent involvement.

Consistent with the effort to increase student engagement and career readiness, mentoring and related support opportunities for students are too infrequent and new partnerships need to be developed

Site staff feedback strongly suggests that the services provided by VC Behavioral Health and other Community based agencies have been extremely valuable and need to be increased.

There is a need to continue to promote student and parental knowledge of programs and services.

## Expected Annual Measureable Outcomes

<b>Metrics/Indicators</b>	<b>Baseline</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
Number of Representatives attending English Learner Parent Advisory Committee	Maintain minimum of 6 parent and community representatives	Maintain minimum of 8 parent representatives	Maintain minimum of 10 parent representatives	Maintain minimum of 10 parent representatives
Number of Representatives attending School Site Council	Maintain minimum of 6 parent and community representatives	Maintain minimum of 8 parent and community representatives	Maintain minimum of 10 parent representatives	Maintain minimum of 10 parent representatives
Number of school/community sponsored activities	Hold a minimum of 8 school/community sponsored activities	Hold a minimum of 10 school/community sponsored activities	Hold a minimum of 12 school/community sponsored activities	Hold a minimum of 14 school/community sponsored activities
Dollars spent on Behavioral Health Services	\$92,580 is the total spent in 2016-17 for SELPA, VCBH contracts	Increase dollars spent on Gateway campus by 2% from prior year	Increase dollars spent on Gateway campus by 2% from prior year	Increase dollars spent on Gateway campus by 2% from prior year

Number of completed LCAP stakeholder surveys	660 completed surveys collected Spring 2017 for 2017-18 LCAP	Increase # of completed surveys by 2% from prior year	Increase # of completed surveys by 2% from prior year	Increase # of completed surveys by 2% from prior year
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## Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Location(s)**

All Students, Specific Student Groups, EI, Foster, LI

Specific Schools, Gateway

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

### Actions/Services

**Select from New, Modified, or Unchanged  
for 2017-18**

Modified

**2017-18 Actions/Services**

Goal 3 - Action 1

Enhanced outreach to parents through:

- a. Upgrade automated call out system, (Loop) communication home in English and Spanish.
- b. Maintain translation services and implementation of enhanced outreach including teleconferencing and holding parent meetings out in the communities we serve.
- c. Increased Web presence and Social Media presence highlighting VCOE school events and programs

**Select from New, Modified, or Unchanged  
for 2018-19**

Modified

**2018-19 Actions/Services**

Goal 3 - Action 1

Enhanced outreach to parents through:

- a. Maintain automated call out system (Q Communications) communication home in English and Spanish.
- b. Increased translation services by adding .5 position and implementation of enhanced outreach including teleconferencing and holding parent meetings out in the communities we serve.
- c. Communications Director and Principal increased Web presence and Social Media presence highlighting VCOE school events and programs

**Select from New, Modified, or Unchanged  
for 2019-20**

Modified

**2019-20 Actions/Services**

Goal 3 Action 1

Enhanced outreach to parents through:

- a. Maintain automated call out system, communication home in English and Spanish.
- b. Maintain translation services at 1.5 positions and implementation of enhanced outreach including teleconferencing and holding parent meetings out in the communities we serve.
- c. Communications Director and Principal increased Web presence and Social Media presence highlighting VCOE school events and programs

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	a. \$27,000 b. \$40,000 c. \$10,000	a. \$500 b. \$75,000 c. \$10,000	a. \$500 b. \$80,000 c. \$10,000
<b>Source</b>	a. Unrestricted LCFF b. Unrestricted LCFF c. Unrestricted LCFF	a. Unrestricted LCFF supplemental b. Unrestricted LCFF supplemental c. Unrestricted LCFF supplemental	a. Unrestricted LCFF supplemental b. Unrestricted LCFF supplemental c. Unrestricted LCFF supplemental
<b>Budget Reference</b>	a. Services b. Salary and benefits c. Services	a. Services b. Salary and benefits c. Services	a. Services b. Salary and benefits c. Services

## Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

Schoolwide

Specific Schools, Gateway

**Actions/Services**

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

Unchanged

Unchanged

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Goal 3 - Action 2

Goal 3 - Action 2

Goal 3 - Action 2

Resources for school functions will be enhanced to include transportation, family service classes, and refreshments

Resources for school functions will be enhanced to include transportation, family service classes, and refreshments

Resources for school functions will be enhanced to include transportation, family service classes, and refreshments

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	\$5,000	\$5,000	\$5,000
<b>Source</b>	Unrestricted LCFF	Unrestricted LCFF	Unrestricted LCFF
<b>Budget Reference</b>	Supplies and services	Supplies and services	Supplies and services

## Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

N/A

**Location(s)**

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

English Learners, Foster Youth, Low Income

**Scope of Services:**

LEA-Wide

**Location(s)**

All Schools

## Actions/Services

**Select from New, Modified, or Unchanged for 2017-18**

Unchanged

**Select from New, Modified, or Unchanged for 2018-19**

Unchanged

**Select from New, Modified, or Unchanged for 2019-20**

Modified

**2017-18 Actions/Services**

Goal 3 - Action 3  
  
 VCOE will provide support services aimed at increasing parental involvement including:

**2018-19 Actions/Services**

Goal 3 - Action 3  
  
 VCOE will provide support services aimed at increasing parental involvement including:

**2019-20 Actions/Services**

Goal 3 - Action 3  
  
 VCOE will provide support services aimed at increasing parental involvement including:



a. Bilingual parenting classes, planning meetings and translation services will be provided at all Open House, Back to school night, and other special occasions and events.

b. Students in need of individual and family services will be identified by the counseling staff and prioritized for access to community services on campus during, and after school.

c. Referrals will be made to appropriate community- based agencies in support of students and families on an as needed basis.

a. Bilingual parenting classes, planning meetings and translation services will be provided at all Open House, Back to school night, and other special occasions and events.

b. Students in need of individual and family services will be identified by the counseling staff and prioritized for access to community services on campus during, and after school.

c. Referrals will be made to appropriate community- based agencies in support of students and families on an as needed basis.

a. Fall Transition Fair (Career Education Center/SELPA), bilingual parenting classes, planning meetings and translation services will be provided at all Open House, Back to school night, and other special occasions and events.

d. Students in need of individual and family services will be identified by the counseling staff and prioritized for access to community services on campus during, and after school.

c. Referrals will be made to appropriate community based agencies in support of students and families on an as needed basis.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	<ul style="list-style-type: none"> <li>a. \$37,000</li> <li>b. \$2,000</li> <li>c. \$2,000</li> </ul>	<ul style="list-style-type: none"> <li>a. \$37,000</li> <li>b. \$2,000</li> <li>c. \$2,000</li> </ul>	<ul style="list-style-type: none"> <li>a. Cost included in Goal 3 Action 1b</li> <li>b. \$2,000</li> <li>c. \$2,000</li> </ul>

<b>Source</b>	a. Unrestricted LCFF b. Unrestricted LCFF c. Unrestricted LCFF	a. Unrestricted LCFF b. Unrestricted LCFF c. Unrestricted LCFF	a. Unrestricted LCFF b. Unrestricted LCFF c. Unrestricted LCFF
<b>Budget Reference</b>	a. salaries and benefits b. salaries and benefits c. salaries and benefits	a. salaries and benefits b. salaries and benefits c. salaries and benefits	a. salaries and benefits b. salaries and benefits c. salaries and benefits

## Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Goal 3 - Action 4

Collaboration will be strengthened through participation in collaborative meetings with Community-Based Agencies, Ventura County Behavioral Health, and Ventura County Probation Department

a. Maintain VCOE attendance at meetings and participation with community service organizations and social services

b. Implement oversight and monitoring plan for AB216 transition services

Goal 3 - Action 4

Collaboration will be strengthened through participation in collaborative meetings with Community-Based Agencies, Ventura County Behavioral Health, and Ventura County Probation Department

a. Maintain VCOE attendance at meetings and participation with community service organizations and social services

b. Implement oversight and monitoring plan for AB216 transition services

Goal 3 - Action 4

Collaboration will be strengthened through participation in collaborative meetings with Community-Based Agencies, Ventura County Behavioral Health, and Ventura County Probation Department

a. Maintain VCOE attendance at meetings and participation with community service organizations and social services

b. Implement oversight and monitoring plan for AB 2276 transition services

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
-------------	----------------	----------------	----------------

<b>Amount</b>	a. \$2,000 b. \$5,000	a. \$2,000 b. \$5,000	a. \$2,000 b. \$5,000
<b>Source</b>	a. Restricted state foster youth b. Restricted state foster youth	a. Restricted state foster youth b. Restricted state foster youth	a. Restricted state foster youth b. Restricted state foster youth
<b>Budget Reference</b>	a. Services b. salaries and benefits	a. Services b. salaries and benefits	a. Services b. salaries and benefits

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

## Goal 4

Goal 4

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

### State and/or Local Priorities addressed by this goal:

**State Priorities:** 2, 5, 6, 9

**Local Priorities:**

### Identified Need:

Stakeholder feedback suggested that VCOE needs to maintain collaboration with the 19 school districts to continue to ensure expelled students are admitted quickly, served appropriately and are well prepared to return to district.

Community partnerships and involvement are currently too infrequent to serve the numerous and varied needs of expelled students

Skills tests, grades and teacher feedback all evidence that the academic achievement for expelled students traditionally demonstrates a need for skills improvement and credit recovery options.

Local district leaders have encouraged VCOE to continue making the transition process for students efficient by improving the referral intake process and tracking students who leave the juvenile detention facility.

## Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of sessions of Socio-Emotional and rehabilitative Counseling Services provided to expelled youth	704 Counseling sessions were provided to expelled youth during 2016-17 school year.	Number of sessions of Socio- Emotional and rehabilitative Counseling Services provided to expelled youth will be increased by 2% from prior year (704 to 718)	Number of sessions of Socio- Emotional and rehabilitative Counseling Services provided to expelled youth will be increased by 2% from prior year (1,544 to 1,575)	Number of sessions of Socio- Emotional and rehabilitative Counseling Services provided to expelled youth will be increased by 2% from prior year (1,575 to 1,606)
Number of school days required to transition students to Gateway Community School from prior placement – measured by date of received referral packet to first day of attendance	Baseline will be established in the current year based on internal audit of transition timelines for each student	Number of school days required to transition students to Gateway Community School from prior placement to be improved upon by no fewer than 2 days on average	Number of school days required to transition students to Gateway Community School from prior placement to be improved upon by no fewer than 2 days on average from prior year (24 to 22)	Number of school days required to transition students to Gateway Community School from prior placement to be improved upon by no fewer than 2 days on average from prior year (22-20)

## Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

## Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

LEA-Wide

Specific Schools, Gateway

### Actions/Services

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

Unchanged

Unchanged

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Goal 4 - Action 1

Goal 4 - Action 1

Goal 4 - Action 1

Social-emotional and rehabilitative Counseling Services will be provided to

Social-emotional and rehabilitative Counseling Services will be provided to

Social-emotional and rehabilitative Counseling Services will be provided to

expelled students as appropriate.  
 Counseling services contracts will be increased as needed.

expelled students as appropriate.  
 Counseling services contracts will be increased as needed.

expelled students as appropriate.  
 Counseling services contracts will be increased as needed.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	expenditures in goal #2 action 1	expenditures in goal #2 action 1	expenditures in goal #2 action 1
<b>Source</b>	expenditures in goal #2 action 1	expenditures in goal #2 action 1	expenditures in goal #2 action 1
<b>Budget Reference</b>	expenditures in goal #2 action 1	expenditures in goal #2 action 1	expenditures in goal #2 action 1

## Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**



English Learners, Foster Youth, Low Income

LEA-Wide

Specific Schools, Gateway

**Actions/Services**

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

Unchanged

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Goal 4 - Action 2

Goal 4 - Action 2

Goal 4 - Action 2

Transportation will be provided to all expelled students attending Gateway Community School.

Transportation will be provided to all expelled students attending Gateway Community School.

Transportation will be provided to all expelled students attending Gateway Community School.

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	\$170,000	\$185,000	\$197,000
<b>Source</b>	Unrestricted LCFF supplemental	Unrestricted LCFF supplemental	Unrestricted LCFF supplemental
<b>Budget Reference</b>	Services	Services	Services

## Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

N/A

**Location(s)**

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

English Learners, Foster Youth, Low Income

**Scope of Services:**

LEA-Wide

**Location(s)**

Specific Schools, Gateway & Providence

### Actions/Services

**Select from New, Modified, or Unchanged for 2017-18**

Unchanged

**Select from New, Modified, or Unchanged for 2018-19**

Modified

**Select from New, Modified, or Unchanged for 2019-20**

Modified

**2017-18 Actions/Services**

Goal 4 - Action 3  
  
 VCOE will maintain two full time transition specialists (support position). This position will facilitate communication and

**2018-19 Actions/Services**

Goal 4 - Action 3  
  
 VCOE will maintain two full time transition specialists (support position). This position will facilitate communication and

**2019-20 Actions/Services**

Goal 4 - Action 3  
  
 VCOE will maintain two full time transition specialists (support position). This position will facilitate communication and

collaboration among school districts, COE, and Ventura County Probation including implementation of the MOU with VCOE probation relating to AB2276

collaboration among school districts, COE, and Ventura County Probation including implementation of the MOU with VCOE probation relating to AB2276

collaboration among school districts, COE, and Ventura County Probation including implementation of the MOU with VCOE probation relating to AB 2276

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	\$80,000	\$91,798.15 and \$154,180.87	\$95,061.09 and \$159,691.33
<b>Source</b>	Unrestricted LCFF	Unrestricted LCFF supplemental	Unrestricted LCFF supplemental
<b>Budget Reference</b>	Salary and benefits	Salary and benefits	Salary and benefits

**Action #4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Location(s)**

Specific Student Groups, Expelled Youth

Specific Schools, Gateway

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

Unchanged

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Goal 4 - Action 4

Actions and services detailed in Goal 1, actions 3 and 4, will be used to support annual measurable outcome number 5 and 6 above for expelled youth.

Goal 4 - Action 4

Actions and services detailed in Goal 1, actions 3 and 4, will be used to support increased graduation rate and HiSet passage rate for expelled youth.

Goal 4 - Action 4

Actions and services detailed in Goal 1, actions 2, 3 and 4, will be used to support increased graduation rate and HiSet passage rate for expelled youth.

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	Expense included in Goal 1, actions 3,4	Expense included in Goal 1, actions 3,4	Expense included in Goal 1, actions 2,3,4
<b>Source</b>	Expense included in Goal 1, actions 3,4	Expense included in Goal 1, actions 3,4	Expense included in Goal 1, actions 2,3,4

<b>Budget Reference</b>	Expense included in Goal 1, actions 3,4	Expense included in Goal 1, actions 3,4	Expense included in Goal 1, actions 2,3,4
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## Action #5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
All Students	Specific Schools, Gateway

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified
<b>2017-18 Actions/Services</b>	<b>2018-19 Actions/Services</b>	<b>2019-20 Actions/Services</b>

Goal 4 - Action 5

VCOE will ensure the timely transition of students to Gateway Community School:

a. Induction/Transition Specialist will maintain daily record and timeline of referrals received, dates approved, contacts home, and student's start date.

b. Principal and Induction/Transition Specialist will meet regularly, at least once a week, to review data from internal records and any pending referrals.

c. Feedback on the referral process will be collected annually from partnering school districts. Feedback will be incorporated to improve the referral process.

Goal 4 - Action 5

VCOE will ensure the timely transition of students to Gateway Community School:

a. Induction/Transition Specialist will maintain daily record and timeline of referrals received, dates approved, contacts home, and student's start date.

b. Principal and Induction/Transition Specialist will meet regularly, at least once a week, to review data from internal records and any pending referrals.

c. Feedback on the referral process will be collected annually from partnering school districts. Feedback will be incorporated to improve the referral process.

d. Monthly report will be provided to Deputy Superintendent to include number of days for all transitions to date for the year.

Goal 4 - Action 5

VCOE will ensure the timely transition of students to Gateway Community School:

a. Induction/Transition Specialist will maintain daily record and timeline of referrals received, dates approved, contacts home, and student's start date.

b. Principal and Induction/Transition Specialist will meet regularly, at least once a week, to review data from internal records and any pending referrals.

c. Feedback on the referral process will be collected annually from partnering school districts. Feedback will be incorporated to improve the referral process.

d. Monthly report will be provided to Associate Superintendent to include number of days for all transitions to date for the year.

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	\$10,000	\$10,000	<ul style="list-style-type: none"> <li>a. \$2,500</li> <li>b. \$2,500</li> <li>c. \$2,500</li> <li>d. \$2,500</li> </ul>
<b>Source</b>	LCFF	LCFF	<ul style="list-style-type: none"> <li>a. LCFF</li> <li>b. LCFF</li> <li>c. LCFF</li> <li>d. LCFF</li> </ul>
<b>Budget Reference</b>	salaries and benefits	salaries and benefits	<ul style="list-style-type: none"> <li>a. salaries and benefits</li> <li>b. salaries and benefits</li> <li>c. salaries and benefits</li> <li>d. salaries and benefits</li> </ul>

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

## Goal 5

Goal 5

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

### State and/or Local Priorities addressed by this goal:

**State Priorities:** 5, 10

**Local Priorities:**

### Identified Need:

Stakeholder engagement feedback including from the VC Human Services Agency has evidenced that continued sharing of data among local agencies is critical to supporting foster youth in Ventura County.

Determining the exact rate of school transfers for foster youth has proven difficult given the numerous student information systems in use by local school districts

Stakeholder input evidences that there may still be students who do not graduate because they lack access to district- approved AB216 graduation and partial credit policies



Staff feedback suggests that there is an ongoing need to provide professional development to VCOE staff on Trauma Informed Care to better highlight issues and challenges facing VCOE Foster Youth students

There is a need to continue to implement the plan to transport Foster Youth to their school of residence in a consistent manner.

**Expected Annual Measureable Outcomes**

<b>Metrics/Indicators</b>	<b>Baseline</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
Percentage of LEA's accessing Foster Focus Data sharing system	Currently accessible to 80% of all LEAs	Accessible to 100% of all LEAs	Maintain 100% of all LEAs	Maintain 100% of all LEAs
Percentage of Foster Youth transferring schools – mobility rate	Student mobility rate among Foster Youth established by CDE in Spring/Summer of 2017	Percentage of Foster Youth transferring schools will decrease by 2% from baseline established in Spring/ Summer 2017	Percentage of Foster Youth transferring schools will decrease by 2% from 20% to 18% in the prior year	Percentage of Foster Youth transferring schools will decrease by 1% from 19% to 18% in the prior year
# of LEA's accessing Foster Youth Data portal established with VC Human Services Agency (HSA)	Currently in development	Pilot with 1-2 LEA's	No longer measured	No longer measured

# Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

## Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

Foster Youth

LEA-Wide

All Schools

## Actions/Services

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

Unchanged

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Goal 5 - Action 1

Goal 5 - Action 1

Goal 5 - Action 1

a. VCOE will maintain a foster youth liaison (support position) to ensure student files, records and transcripts follow the students from school to school, and ensure the students are enrolled in the correct academic subjects. This liaison will also provide direct services to foster youth to ensure students who qualify have access to AB216 requirements

b. VCOE will collaborate with VC Human Services Agency to Develop a Foster Youth Data sharing portal to better serve Foster Parents' ability to access educational records for their assigned Foster Youth

b. VCOE will continue to Maintain the Foster Focus Data sharing platform which serves educational agencies, VC HSA, VC Probation and the juvenile courts

a. VCOE will maintain 3 foster youth liaisons (support position) to ensure student files, records and transcripts follow the students from school to school, and ensure the students are enrolled in the correct academic subjects. This liaison will also provide direct services to foster youth to ensure students who qualify have access to AB216 requirements

b. VCOE will continue to Maintain the Foster Focus Data sharing platform which serves educational agencies, VC HSA, VC Probation and the juvenile courts

a. VCOE will maintain 3 foster youth liaisons (support position) to ensure student files, records and transcripts follow the students from school to school, and ensure the students are enrolled in the correct academic subjects. This liaison will also provide direct services to foster youth to ensure students who qualify have access to AB 216 requirements

b. VCOE will continue to Maintain the Foster Focus Data sharing platform which serves educational agencies, VC HSA, VC Probation and the juvenile courts

## **Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
-------------	----------------	----------------	----------------

<b>Amount</b>	Expense included in goal 1 action 6	Expense included in goal 1 action 6	Expense included in goal 1 action 6
<b>Source</b>	Expense included in goal 1 action 6	Expense included in goal 1 action 6	Expense included in goal 1 action 6
<b>Budget Reference</b>	Expense included in goal 1 action 6	Expense included in goal 1 action 6	Expense included in goal 1 action 6

## Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

Foster Youth

LEA-Wide

All Schools

## Actions/Services

Select from New, Modified, or Unchanged  
for 2017-18

Select from New, Modified, or Unchanged  
for 2018-19

Select from New, Modified, or Unchanged  
for 2019-20

Unchanged

**2017-18 Actions/Services**

Goal 5 - Action 2

Increased communication and collaboration through:

- a. VCOE school representation at the County quarterly foster youth meetings
- b. Facilitation of county-wide Foster Youth Meeting provided for all VC LEA's
- c. Provide supplies and copies for meetings
- d. Facilitating relevant professional development such as trauma informed care

Modified

**2018-19 Actions/Services**

Goal 5 - Action 2

Increased communication and collaboration through:

- a. VCOE is represented at the Children's Review Panel /Children's Services Oversight Committee  
CPR/CSOC and the Interagency Placement Expansion Review Committee (IPERC).  
Both are quarterly  
Foster Youth meetings maintained and facilitated by the County of Ventura Human Services Agency.
- b. VCOE facilitates the quarterly, countywide, Foster Youth Executive Advisory Committee (EAC) for all VC LEA's.
- c. Providing supplies and copies for meetings
- d. Relevant Profession Development facilitated including: Trauma Informed

Modified

**2019-20 Actions/Services**

Goal 5 - Action 2

- a. VCOE is represented at the Children's Review Panel /Children's Services Oversight Committee  
CPR/CSOC and the Interagency Placement Expansion Review Committee (IPERC).  
Both are quarterly  
Foster Youth meetings maintained and facilitated by the County of Ventura Human Services Agency.
- b. VCOE facilitates the quarterly, countywide, Foster Youth Executive Advisory Committee (EAC) for all VC LEA's.
- c. Providing supplies and copies for meetings
- d. Relevant Profession Development facilitated including: Trauma Informed Practice for Schools (TIPS),  
Annual Legal Updates, Enrollment and Records Considerations for Foster Youth,

Practice for Schools (TIPS),  
 Annual Legal Updates, Enrollment and  
 Records Considerations for Foster Youth,  
 Commercially  
 Sexually Exploited Children, Cyberbullying,  
 Court Appointed Special Advocates, Children  
 Family  
 Services Emergency Response and LGBTQ  
 Sensitivity and Awareness.

Commercially  
 Sexually Exploited Children, Cyberbullying,  
 Court Appointed Special Advocates, Children  
 Family  
 Services Emergency Response and LGBTQ  
 Sensitivity and Awareness.

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	a. \$500 b. \$500 c. \$500 d. \$2,000	a. \$500 b. \$5,000 c. \$500 d. \$8,622	a. \$500 b. \$5,000 c. \$500 d. \$12,900
<b>Source</b>	a. Restricted state funds foster youth, LCFF b. Restricted state funds foster youth, LCFF c. Restricted state funds foster youth, LCFF d. Restricted state funds foster youth, LCFF	a. Restricted state funds foster youth, LCFF b. Restricted state funds foster youth, LCFF c. Restricted state funds foster youth, LCFF d. Restricted state funds foster youth, LCFF	a. Restricted state funds foster youth, LCFF b. Restricted state funds foster youth, LCFF c. Restricted state funds foster youth, LCFF d. Restricted state funds foster youth, LCFF

<b>Budget Reference</b>			
	a. Travel b. Travel c. Supplies d. Travel and services	a. Travel / professional services b. Travel / professional services c. Supplies d. Travel / professional services	a. Travel / professional services b. Travel / professional services c. Supplies d. Travel / professional services

### Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<b>Students to be Served</b>	<b>Location(s)</b>
N/A	N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<b>Students to be Served</b>	<b>Scope of Services:</b>	<b>Location(s)</b>
Foster Youth	LEA-Wide	All Schools

### Actions/Services

<b>Select from New, Modified, or Unchanged for 2017-18</b>	<b>Select from New, Modified, or Unchanged for 2018-19</b>	<b>Select from New, Modified, or Unchanged for 2019-20</b>
Unchanged	Modified	Modified

**2017-18 Actions/Services**

Goal 5 - Action 3

VCOE will work collaboratively with local school districts to implement the plan developed in the prior year to transport Foster Youth to their respective schools of origin in a more consistent manner.

**2018-19 Actions/Services**

Goal 5 - Action 3

VCOE will work collaboratively with local school districts and Ventura County Probation and Human Services Agency to implement the plan developed in the prior year to transport Foster Youth to their respective schools of origin in a more consistent manner.

**2019-20 Actions/Services**

Goal 5 - Action 3

VCOE will continue to work collaboratively with local school districts and Ventura County Probation and Human Services Agency to implement the plan developed in 2017-18 to continue to transport Foster Youth to their respective schools of origin in a consistent manner when is determined to be in the Foster Youth's best interest.

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	\$2,000	\$2,000	\$2,000
<b>Source</b>	Restricted state funds foster youth, LCFF	Restricted state funds foster youth, LCFF	Restricted state funds foster youth, LCFF
<b>Budget Reference</b>	Supplies	Supplies	Supplies



# Demonstration of Increased or Improved Services for Unduplicated Pupils

## LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

\$1,070,956

Percentage to Increase or Improve Services

6.52%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

The Ventura County Office of Education serves a combination of alternative education students and students with special needs that are among the most challenging students to serve in the county. VCOE students are typically expelled; incarcerated; severely credit deficient; exhibit academic skills gaps; have special learning needs and/or serious socio-emotional challenges facing them. VCOE programs are designed to meet these students' unique needs. Due to the high percentage of unduplicated students served in our programs, all VCOE students will benefit from the intensive programs and services principally directed to these unduplicated students. Such programs and services are designed to:

1. Bridge academic skills gaps
2. Address issues associated with gang involvement and drug abuse
3. Meet the unique educational needs of special needs students
4. Address the socio-emotional needs of our students
5. Increase parent and community engagement

6. Result in a more highly trained teaching and support staff.

VCOE programs and services are principally directed at meeting the above identified needs of unduplicated students and achieving these ends through the following goals, actions and services:

Goal 1, Actions 1.1-1.7 which meet the above identified needs for unduplicated students by ensuring that:

1. Students have access to standards-aligned instructional materials and coursework
2. A system is in place to monitor student progress academically and related to measures of perseverance including failed placements and 1-year graduation rate
3. Students have access to meaningful options in career education and Diploma Equivalency Exams

Goal 2, Actions 2.1-2.4 and 2.6, all contribute to meeting the needs of unduplicated students by ensuring that students come to school in a safe and secure learning environment including:

1. Access to a highly trained support staff
2. Positive behavioral supports and interventions including CHAMPS, Restorative Practices, alternative suspensions and pro-social activities.
3. Robust social-emotional supports including counseling services covering a wide-array of student needs.

Goal 3, Actions 3.2. and 3.3, which support meeting the needs of unduplicated students by ensuring that parents and the community are engaged as partners as evidenced by:

1. Increased participation in parent committees
2. Pro-social activities involving families
3. Partnerships with community-based agencies
4. Improved communications delivery systems that include home language communications, social media and all-call system.

Goal 4, Actions 4.1-4.3, which support the needs of Expelled youth through all of the above provided at Gateway but especially emphasizing:

1. Social-emotional counseling services
2. Timely transitions from prior educational placements supported by two full time

transition specialists and a rigorous monitoring system  
3. Ensuring all expelled youth have transportation to school.

Goal 5, Actions 5.1-5.3. which support the needs of Foster Youth by coordinating services county-wide especially:

1. Ensuring that local school district have access to a host of support activities supported by 3 full time staff members at VCOE
2. Ensuring that schools and LEA's have access to Foster Focus student data system
3. Working with VCOE technology staff and districts to ensure access to Foster Youth status at the site level to include teachers and site administrators.

Together these actions and services represent the most effective use of the funds available and allow VCOE the best chance to meet its goals for unduplicated pupils in the state priority areas.

## **LCAP Year: 2018-19**

Estimated Supplemental and Concentration Grant Funds

\$ 1,072,873

Percentage to Increase or Improve Services

33%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

The Ventura County Office of Education serves a combination of alternative education students and students with special needs that are among the most challenging students to serve in the county. VCOE students are typically expelled; incarcerated; severely credit deficient; exhibit academic skills gaps; have special learning needs and/or serious socio-emotional challenges facing them. VCOE programs are designed to meet these students' unique needs. Due to the high percentage of unduplicated students served in our programs, all VCOE students will benefit from the intensive programs

and services principally directed to these unduplicated students. Such programs and services are designed to:

1. Bridge academic skills gaps
2. Address issues associated with gang involvement and drug abuse
3. Meet the unique educational needs of special needs students
4. Address the socio-emotional needs of our students
5. Increase parent and community engagement
6. Result in a more highly trained teaching and support staff.

VCOE programs and services are principally directed at meeting the above identified needs of unduplicated students and achieving these ends through the following goals, actions and services:

Goal 1, Actions 1.1-1.7 which meet the above identified needs for unduplicated students by ensuring that:

1. Students have access to standards-aligned instructional materials and coursework
2. A system is in place to monitor student progress academically and related to measures of perseverance including failed placements and 1-year graduation rate
3. Students have access to meaningful options in career education and Diploma Equivalency Exams

Goal 2, Actions 2.1-2.4 and 2.6, all contribute to meeting the needs of unduplicated students by ensuring that students come to school in a safe and secure learning environment including:

1. Access to a highly trained support staff
2. Positive behavioral supports and interventions including CHAMPS, Restorative Practices, alternative suspensions and pro-social activities.
3. Robust social-emotional supports including counseling services covering a wide-array of student needs.

Goal 3, Actions 3.2. and 3.3, which support meeting the needs of unduplicated students by ensuring that parents and the community are engaged as partners as evidenced by:

1. Increased participation in parent committees
2. Pro-social activities involving families
3. Partnerships with community-based agencies

4. Improved communications delivery systems that include home language communications, social media and all-call system.

Goal 4, Actions 4.1-4.3, which support the needs of Expelled youth through all of the above provided at Gateway but especially emphasizing:

1. Social-emotional counseling services
2. Timely transitions from prior educational placements supported by two full time transition specialists and a rigorous monitoring system
3. Ensuring all expelled youth have transportation to school.

Goal 5, Actions 5.1-5.3. which support the needs of Foster Youth by coordinating services county-wide especially:

1. Ensuring that local school district have access to a host of support activities supported by 3 full time staff members at VCOE
2. Ensuring that schools and LEA's have access to Foster Focus student data system
3. Working with VCOE technology staff and districts to ensure access to Foster Youth status at the site level to include teachers and site administrators.

Together these actions and services represent the most effective use of the funds available and allow VCOE the best chance to meet its goals for unduplicated pupils in the state priority areas.

## **LCAP Year: 2019-20**

Estimated Supplemental and Concentration Grant Funds

\$941,895

Percentage to Increase or Improve Services

46.75%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide

or LEA-wide use of funds (see instructions).

The Ventura County Office of Education serves a combination of alternative education students and students with special needs that are among the most challenging students to serve in the county. VCOE students are typically expelled; incarcerated; severely credit deficient; exhibit academic skills gaps; have special learning needs and/or serious social-emotional challenges facing them. VCOE programs are designed to meet these students' unique needs. Due to the high percentage of unduplicated students served in our programs, all VCOE students will benefit from the intensive programs and services principally directed to these unduplicated students. Such programs and services are designed to:

1. Bridge academic skills gaps
2. Address issues associated with gang involvement and drug abuse
3. Meet the unique educational needs of special needs students
4. Address the social-emotional needs of our students
5. Increase parent and community engagement
6. Result in a more highly trained teaching and support staff

VCOE programs and services are principally directed at meeting the above identified needs of unduplicated students and achieving these ends through the following goals, actions and services:

Goal 1, Actions 1.1-1.7 which meet the above identified needs for unduplicated students by ensuring that:

1. Students have access to standards-aligned instructional materials and coursework
2. A system is in place to monitor student progress academically and related to measures of perseverance including the 1-year graduation rate
3. Students have access to meaningful options in career education and Diploma Equivalency Exams

Goal 2, Actions 2.1-2.4 and 2.6, all contribute to meeting the needs of unduplicated students by ensuring that students come to school in a safe and secure learning environment including:

1. Access to a highly trained support staff
2. Positive behavioral supports and interventions including CHAMPS, Restorative Practices, alternative suspensions and pro-social activities
3. Robust social-emotional supports including counseling services covering a wide-array of student needs

Goal 3, Actions 3.2. and 3.3, which support meeting the needs of unduplicated students by ensuring that parents and the community are engaged as partners as evidenced by:

1. Increased participation in parent committees
2. Pro-social activities involving families
3. Partnerships with community-based agencies
4. Improved communications delivery systems that include home language communications, social media and all-call system

Goal 4, Actions 4.1-4.3, which support the needs of Expelled youth through all of the above provided at Gateway but especially emphasizing:

1. Social-emotional counseling services
2. Timely transitions from prior educational placements supported by two full time transition specialists and a rigorous monitoring system
3. Ensuring all expelled youth have transportation to school

Goal 5, Actions 5.1-5.3. which support the needs of Foster Youth by coordinating services county-wide especially:

1. Ensuring that local school district have access to a host of support activities supported by 3 full time staff members at VCOE
2. Ensuring that schools and LEA's have access to Foster Focus student data system ensure access to Foster Youth status

Together these actions and services represent the most effective use of the funds available and allow VCOE the best chance to meet its goals for unduplicated pupils in the state priority areas.