

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2018-19

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

Dr. Roger Rice

Deputy Superintendent

Email and Phone

rrice@vcoe.org

805-383-1920

2017-20 Plan Summary

The Story

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

Introduction:

VCOE Profile and Executive Summary: The Ventura County Office of Education (VCOE) operates schools and programs in support of 20 local school districts. These programs serve students at: Gateway Community School, Providence Court School and Special Education schools 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

and outcomes. In response to these needs, the school partners with Ventura County Probation, Ventura County Behavioral Health, and numerous community-based organizations to provide comprehensive support services.

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

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

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 will be placed on metrics most applicable to our programs which include: 1-year graduation rate, suspension rate, attendance, discipline referrals, failed placements, provision of counseling services and career education course completion. Academically, an effort will be made to document a shift to more project-based learning and authentic assessments of student work. VCOE will also work to eliminate actions and services detailed in previous LCAPs when such actions and services have either been accomplished or are in a strong enough position such that emphasis can be shifted to those actions and services requiring more focus. VCOE will also revise metrics which are more applicable to the actions and services in question and reflect a more accurate picture of increased and improved services than a prior metric may have. Finally, VCOE is adding emphasis to school safety and climate at Phoenix School.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, 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).
2. Academic achievement improved as evidenced by 11% improvement in pre to post test outcomes in ELA and 5.7% increase on the same measure in math.
3. Failed Placements at Gateway have all but been eliminated reducing from 10 to 5 in 2016-17 and now to only 1 in 2017-18.
4. Full Implementation of a Foster Youth Transportation MOU and corresponding service to Foster Youth among all 20 school districts, VC Human Services Agency and VC Probation.
5. Improvements to facilities and technology
6. A 115% increase in support services (individual or group counseling sessions) provided to students.
7. Reduced number of student suspensions by 5% from prior year

Referring to the LCFF Evaluation Rubrics, 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 at Gateway School
2. Decrease the amount of time it takes from date of expulsion to first date of attendance to Gateway School which currently is 24 days.
3. Increased emphasis on supporting of campus safety and climate at Phoenix School in response to strong stakeholder input.
4. Continue to increase career education course completion.

Referring to the LCFF Evaluation Rubrics, 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

LCFF Evaluation Rubrics (Spring 2018 Dashboard data) are not available for VCOE schools at this time. The CDE is currently exploring relevant CA Dashboard data (LCFF Evaluation Rubrics) for alternative schools. The Dashboard does show, however, that all local indicators have been met.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved Services

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 in its court and community school programs.
2. For English Learners, VCOE will implement new 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.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$ 111,664,025
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$ 2,297,722

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

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, Clear Administrative Services Credential program, Teacher Induction program, Teacher Support Services, Ventura County School Attendance Review Board coordination, and Cal Safe / Teen Parent program.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$ 20,094,573

Annual Update

LCAP Year Reviewed: 2017-18

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

Instructional Materials - 100% students will have access including adoption of ELA Materials

Actual

100% of students had access to aligned instructional materials.
- Outcome Met

Expected

STAR Reading - Students increase by 4% from pre to post test

STAR Math - Students increase by 4% from pre to post test

Failed placements (dropouts or return to district) - Failed Placements decrease from 3 to 2

Completion of Career and Technical Course - 70% of Gateway students will complete a CTE Course

Actual

Increased by 11%. Average pre-test raw score was 451 and average post-test raw score was 501 at Gateway Community School.

- Outcome Met

Increased by 5.7%. Average pre-test raw score was 633 and average post-test raw score was 669 at Gateway Community School

- Outcome Met

1 failed placement. Student returned to district after failing to attend Gateway Community School upon enrollment.

- Outcome Met

72% of all Gateway Community School students participated in a CTE course or program.

- Outcome Met

Expected

Participation in Career Education - Minimum of 6 students from Phoenix and Triton

Course offerings aligned to California Standards and Next Generation Science Standards - 100% of Science courses will be aligned to the Next Generation Science Standards

Students passing HiSET - Increase by 2% by from 78% to 80% or more

Teachers appropriately credentialed - 100% of teachers are working with appropriate credential

Actual

As of 3/22/18 Phoenix and Triton had a total of 6 students participating in CTE courses

- Outcome Met

Professional development and collaboration on aligning all science courses to the California Standards and NGSS was held on December 20, 2017 and February 14, 2018.

- Outcome Met

As of May 7, 2018 - 7 test takers - 86% pass rate

- Outcome Met

All teachers appropriately credentialed. Gateway Community School utilized a Provisional Internship Permit in order to fill an unexpected early year vacancy.

- Outcome Met

Expected

Graduation rate - No less than 90% of seniors identified in September graduated on time

Actual

93% or 10 out of 11 on-track seniors 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

Goal 1 - Action 1
Increasing the accessibility of the California State Standards (CSS) will be improved through:

- a. Adopting and implementing standards- 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

a. Adopted and implemented standards-aligned instructional material in ELA/ELD
The following standards aligned instructional materials were adopted, implemented, and supported:
myPerspectives and ELD Companion for High School (9th-12th) CSS integrated ELA/ELD and designated ELD curriculum was adopted and purchased for Gateway, Providence and Mild/Moderate Special Education Programs (Phoenix and Triton)

- a. \$40,000
- b. \$20,000
- c. \$20,000
- d. No Additional Costs
- e. No Additional Costs

- a. \$201,864.19 for purchase of materials
- b. \$26,599.94 Special Education computers and laptops, restricted supplies
- c. \$5,900
- d. No Additional Costs
- e. \$1,297.52

Planned Actions/Services

- 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.

Actual Actions/Services

StudySync for Middle School (6th-8th) CSS aligned ELA/ELD and designated ELD was adopted and purchased for Gateway, Phoenix, Triton mild/moderate (M/M), Foster emotionally disturbed (ED). Reading Wonders Elementary (K-5) to CSS for ELA/ELD and ELD designated curriculum was adopted and purchased for Phoenix and Triton M/M. Teachers and Paraeducators were provided activation training by the publisher(s):

- StudySync August 14th (11 trained)
- Reading Wonders CA August 17th (4 trained)
- myPerspectives August 21st (14 trained)
- ELD Companion January 17th (16 trained)
- myPerspectives January 17th Scaffolding for Special Education (5 trained)

Budgeted Expenditures**Estimated Actual Expenditures**

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Gateway, Providence, and Special Education M/M Teachers grades K-12 received ongoing classroom coaching and implementation support from the Curriculum & Instruction Content Specialists in ELA/ELD.

Additionally, the following trainings have been provided:

- Wonders Curriculum

December 19th teachers/paras (15 trained)

- ELA/ELD December 20th High School CSS teachers/paras (16 trained)

- EdTech Elementary and middle school February 14th teachers and paraeducators (45 trained)

- ELA/ELD February 14th High School CSS (21 trained)

Unique Learning Systems was implemented in preschool thru post secondary moderate/severe programs.

Additionally, SymbolStix Communication program that is aligned to the curriculum was

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

purchased and implemented by 15 Speech and Language Pathologists who serve these students. This is an on-line program and is aligned to the curriculum with ability to create pages for AAC devices, ELD access as well as other communication tools for our students. All students in pre-k through post secondary moderate/severe classes access ELA/ELD, Mathematics, Science, Social Studies/History that are CSS aligned.

54 additional VDI student computers were installed at Gateway Community School and Providence Court School to support access to standards-aligned curriculum. Google for Education applications were introduced to teachers at Gateway Community School. VCOE Curriculum & Instruction provided middle school teachers with an educational technology

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

workshop on supporting elementary and middle school students.

b. All courses are aligned to CA state standards including science courses alignment to the Next Generation Science Standards

History/Social Studies framework and standards overview was held on February 14th (11 trained)

IMP High School Mathematics December 20th teachers/para educators (11 trained)

IMP High School Mathematics February 14th teachers/paraeducators (10 trained)

CMP3 Middle School Mathematics December 20th teachers/paras (16 trained)

Envision 2.0 Mathematics (Elementary K-5) CSS aligned curriculum was purchased for

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Phoenix and Triton M/M.

c. No fewer than 20 teachers received Professional Development covering implementation of the Next Generation Science Standards on November 15th (all moderate/severe teachers and para educators attended)

d. Assessed students no less than quarterly using formative assessments, IEP, and quarterly reports in ELA and Math.

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

At Gateway Community School, the School Psychologist and Instructional Specialist for Behavior participated in the

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

following trainings that enhanced IEP writing: “Understanding Dyslexia: Assessment & Intervention”, “Special Circumstances Education Support Training” and “PSW Assessment of English Learners and African American Students for Psychologists”. In addition, all paraeducator staff at Gateway Community School participated in a 2 session professional development led by the Gateway special education department on how to best support students with IEPs.

- All actions taken/services provided

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Goal 1 - Action 2

VCOE will work to increase the career readiness of the students

a. Counselor met with 90% of all Gateway Community School students for college and career planning.

a. \$18,000
b. No additional cost
c. \$20,000

a. \$14,591 unrestricted LCFF supplemental, salaries and benefits
b. No additional costs

Planned Actions/Services

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

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.

Actual Actions/Services

b. Enrollment in CTE courses increased from 61.3%. 72% of all Gateway Community School participated in at least 1 CTE course during the 2017-2018 school year.

c. Enrichment program emphasizing integration of career education and common core standards attainment via project-based learning was provided primarily through Extended Year Program. Educational services and transportation for approximately 30 students was provided with LI, EL and Foster Youth receiving priority enrollment. 33 students participated in the extended school year program that included career and college field trips. 3 students participated in the Entrepreneurial Business class and went on multiple afterschool

Budgeted Expenditures

Estimated Actual Expenditures

c. \$ 879.07 unrestricted LCFF supplemental, contracted services, \$11,875 restricted state CTEIG, salaries and benefits

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

field trips. 5
students participated in various
Career Technical Education
classes at the VCOE Career
Center after the
regular school day.

- 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:

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

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

- All actions were taken and services were provided

- a. \$22,000
- b. No additional cost
- c. No additional cost
- d. No additional cost
- e. No additional cost

- a. \$56,528 restricted Title I APEX digital software, services
- b. No Additional Costs
- c. No Additional Costs
- d. No Additional Costs
- e. No Additional Costs

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Goal 1 - Action 4

High School Equivalency test preparation and administration

a. Maintain sufficient staffing to administer GED/HiSet

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

a. Maintained sufficient staffing including support staff to administer GED/HiSet

b. Test preparation materials provided to students.

- All actions taken/services provided

a. \$42,944
b. \$1,200

a. \$76,814 unrestricted LCFF supplemental, salaries and benefits
b. \$430 unrestricted LCFF supplemental, supplies

Action 5

Planned Actions/Services

Goal 1 - Action 5

Targeted support for EL students will include:

a. A daily 40-minute intervention period in groups of 15 or less and for students in special education, students will have individualized ELD IEP goal(s).

b. Adopt and implement

Actual Actions/Services

a. A daily 40-minute intervention period in groups of 15 or less was provided and for students in special education, students had individualized ELD IEP goal(s).

b. ELD curriculum and instructional materials were implemented. The following curriculums were adopted to serve EL students: Reading Wonders

Budgeted Expenditures

a. \$19,526 unrestricted LCFF supplemental, salaries and benefits
b. \$2,000 unrestricted supplies
c. \$8,000 unrestricted travel and professional services

Estimated Actual Expenditures

a. \$ 33,788 unrestricted LCFF supplemental, salaries and benefits
b. \$ 87,890.45 unrestricted LCFF supplemental, instructional material supplies
c. \$ 5,205 restricted Title III professional services

Planned Actions/Services

curriculum and supplemental instructional materials appropriate for long term English learners

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

Actual Actions/Services

(K-5), StudySync (6-8), MyPerspectives (9-12), Unique Learning Systems (students with Moderate/Severe disabilities)

c. Professional development was provided both by VCOE Curriculum & Instruction department as well as the respective curriculum vendor. Trainings were held as follows: Reading Wonders (1/17/17, 12/19/2017), StudySync (8/14/2017), and MyPerspectives (8/21/2017, 1/17/2018). In addition, professional development in ELA/ELD standards and strategies were provided to teachers on 12/20/2017 and 2/14/2018.

All actions taken/services provided

Budgeted Expenditures

Estimated Actual Expenditures

Action 6

Planned Actions/Services

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

Actual Actions/Services

Provided 3 foster youth liaisons and connected to school site 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. The counselor and Foster Liaisons provided foster youth services to ensure students who qualify have access to AB216 requirements including the ability to graduate with 130 credits. Increased staffing to fulfill the coordination of foster youth transportation within the county on behalf of all 19 school districts.

- Action taken/services provided

Budgeted Expenditures

\$135,000 State restricted salary and benefits

Estimated Actual Expenditures

\$ 297,658 state restricted salary and benefits
 \$ 166,031 unrestricted LCFF supplemental, salary and benefits

Action 7

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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 mis-assignments and to plan for future staffing needs.

The Court and Community Schools Principal and the Executive Director of Special Education met with Human Resources monthly to monitor teacher assignments and staffing patterns to ensure there are no teacher mis-assignments and to plan for future staffing needs.

- Action was taken and services were provided

No additional cost

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 is pleased with successfully upgrading instructional materials, educational technology and ensuring courses are aligned to the California State Standards. Students received counseling services and were enrolled in career education classes as planned. In addition, students enjoyed a wide variety of credit recovery options as detailed in the plan. Staffing was maintained in support of HiSET and GED and targeted interventions for English Learners was in place as planned. Extended school year was successfully implemented in special education and at Gateway and ELD instructional materials were piloted for adoption in the coming year.

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

The actions and services noted above were extremely successful. Student achievement at Gateway as measured on pre and post-tests increased in both ELA and Math. Significant gains were realized in other areas as well as instructional materials implementation, Career Education course completion, HiSet Pass rate and professional development was provided. In addition, the number of failed placements at Gateway was reduced to only 1 failed placement. All teachers remained appropriately placed and the one-year graduation rate at Gateway was approximately 93%.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

- The purchase and implementation of aligned curriculum materials was completed. The costs for the standards aligned curriculum materials as well as related professional development cost significantly more than expected.
- The after school enrichment program did not cost as much as expected. Existing staff were utilized to arrange

services.

- The APEX digital software service cost significantly more than anticipated and was a success in implementation.
- Test preparation materials did not need to be purchased as stock on hand was sufficient.
- Motivational speakers were brought in for ESY program and the expense was more than expected.
- Additional ELD professional development was provided to teachers.
- Amount budgeted for Foster Youth Liaison reflected 1, actual expenditures reflect 3 Foster Youth Liaisons.

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.

Because the number of failed placements was dramatically lower than planned, the goal and target were eliminated from future year LCAPs in order to focus on other needs. The area of instructional materials adoption and implementation will shift from ELA/ELD to Social Science. Budgeted expenditures for 2018-19 now reflect the material differences as explained above.

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

Student disciplinary referrals - Decrease by 10% from prior year from 329 to 296

Student suspension - Decrease by 5% from prior year from 54 to 51

Actual

Student disciplinary referrals were decreased by 13.4%. There were 285 disciplinary referrals.

- Outcome Met

Student suspensions were decreased by 16.67%. There were 45 suspensions

- Outcome Met

Expected

Student attendance - Increase by 1% from prior year to 77.15% or better

Chronically absent students - Decrease by 3% from 44.2% to 41.2%

Facility Inspection Tool (FIT) - Scores maintained at 98% or higher

Behavior Support Services - Contracts will be increased by 3% from the prior year

Actual

Student average attendance was 76.39%.

- Outcome Not Met

As of 5/26/2018, the rate of chronic absenteeism (measured as a student having more than 10% absences excused or unexcused) was 53% of the students enrolled at Gateway Community School.

- Outcome Not Met

All sites are at 100%

- Outcome Met

Contracts were increased by 3% from the prior year.

- 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

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 services, Behavioral Plans, community service, and restorative discipline treatment plans.

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

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

Actual Actions/Services

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

b. Increased counseling sessions from 704 in 2016-17 to 1,554 in 2017-18. The amount of budgeted funding for behavior support services increased significantly for social emotional services provided by the Ventura County SELPA. Based on the hours and work provided by SELPA in 2017-2018, the amount of allocated budget increased by 42.85% in order to meet the demands of services needed. The budget and contract with Ventura County Behavioral Health remained the same.

c. All 25 Gateway Community

Budgeted Expenditures

- a. \$80,000
- b. \$2,400
- c. \$1,200
- d. \$126,042

Estimated Actual Expenditures

- a. \$ 90,747.90 unrestricted LCFF services
- b. \$3,726 unrestricted LCFF services
- c. \$ 210 unrestricted LCFF supplemental, services
- d. \$181,833.60 restricted Title I, salary and benefits and \$2,057.64 unrestricted LCFF supplemental, services

Planned Actions/Services

d. Maintain full time position for Restorative Justice Resource Teacher

Actual Actions/Services

School staff members participated in a 3-hour training on Trauma Informed Practices for Schools. Regular staff meetings were dedicated to the continued implementation of CHAMPS and PBIS. Regular collaborative meetings were dedicated to identifying student needs in academics, attendance, and behavior and shifting students into tiered interventions. 3 staff members from Gateway Community School and Providence School attended a 3-day full training on Restorative Justice. Teacher on Special Assignment regularly attended Restorative Justice collaborative meetings across the county.

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

Budgeted Expenditures

Estimated Actual Expenditures

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

- All actions taken/services provided

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Goal 2 - Action 2

VCOE will continue to 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

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

c. Bus aides in support of safety at Gateway were provided.

d. Regular staff meetings were dedicated to the continued implementation of CHAMPS and PBIS. This included the discussion and implementation of the STOIC principles– Structure, Teach Expectations, Observe Student, Interact Positively, and Correct

a. \$100,000 unrestricted LCFF services
 b. \$ 5,000 unrestricted LCFF services
 c. \$ 9,000 unrestricted LCFF salaries and benefits
 d. \$ 5,000 unrestricted LCFF services
 e. \$ 60,000 unrestricted LCFF salaries and benefits

a. \$ 106,000 unrestricted LCFF supplemental, contracted professional services
 b. \$ 10,100 unrestricted LCFF supplemental, contracted professional services
 c. \$ 6,131.43 unrestricted LCFF supplemental, salaries and benefits
 d. \$ 450 unrestricted LCFF supplemental, services
 e. \$ 61,600 unrestricted LCFF supplemental, salary and benefits
 f. \$6,609.58
 g. \$3,498

Planned Actions/Services

NCPI in all VCOE Schools

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

Actual Actions/Services

Fluently. VCOE Curriculum & Instruction provided school administration with a set of the Foundations curriculum from the “Safe & Civil Schools” program. Gateway Community School and Triton Academy participated in the VCOE RTI Network Meetings and PBIS Cohort Meetings.

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

In addition, unplanned but necessary improvements to increase school safety included:

f. Door replacements for security were installed.

g. Security cameras were maintained and installed.

- All actions taken/services provided

Budgeted Expenditures

Estimated Actual Expenditures

Action 3

Planned 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

Actual Actions/Services

a. Maintained full time Counselor at Gateway Community School

b. Maintained counseling services at Providence Court School and expanded services provided by this employee to diploma track high school students in special education settings. The counselor also provided services in special education settings at Phoenix and Triton Schools.

- All actions taken/services provided

Budgeted Expenditures

a. \$132,428 unrestricted LCFF salaries and benefits

b. \$97,773 unrestricted LCFF salaries and benefits

Estimated Actual Expenditures

a. \$121,588 unrestricted LCFF supplemental, salary and benefits

b. \$104,235 unrestricted LCFF supplemental, salary and benefits

Action 4

Planned Actions/Services

Goal 2 - Action 4

VCOE will continue to implement an incentive program to increase

Actual Actions/Services

a. Lunch and afterschool intramural competitions were offered. Lunch activities included: Friday incentive raffle,

Budgeted Expenditures

a. \$2,000

b. \$2,000

c. \$2,000

d. \$2,000

Estimated Actual Expenditures

a. \$ 100 unrestricted LCFF supplemental, services

b. none

c. \$ 587.73 unrestricted LCFF

Planned Actions/Services

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 personal motivation and career readiness
- d. Field trips to universities, museums and other educational venues
- e. Purchase of student incentives, awards and material and supplies to honor student accomplishments
- f. Instructional materials and technology to support high interest student projects

Actual Actions/Services

weekly corn hole game, regular card/board games, holiday activities for Halloween, Thanksgiving, Winter Holidays, and Valentines Day, and offerings of CTE courses afterschool at the Career Education Center.

- b. Opportunities for Service Learning and volunteering included: Campus clean up projects, campus improvement projects that partnered with the Career Education Center Horticulture program to install new landscaping on campus, and garden boxes in the middle school.
- c. Culturally relevant speakers at Gateway Community School and Providence School were from the following organizations: Latino Business Expo, Homeboy Industries, Oxnard College Auto Mechanic

Budgeted Expenditures

- e. \$2,000
- f. \$2,000

Estimated Actual Expenditures

- supplemental, services
- d. \$ 549.89 unrestricted LCFF supplemental, services
- e. \$ 9,242.61 unrestricted LCFF supplemental, supplies
- f. \$ 9,093.11 unrestricted LCFF supplemental, supplies

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Program, Grizzly Challenge Charter School, LinkedIn, Moorpark College Nursing Program, and "Straight Up"

d. Field trips to: Homeboy Industries, Haas Automation, Santa Barbara City College, California Lutheran University, and California State University Channel Islands.

e. Purchase of student incentives included: recognition certificates, items for weekly incentives to acknowledge student attendance/behavior/attendance, materials for quarterly awards assemblies, items for students with daily point sheets, incentives for "student of the month", and incentives/experiences for students improving in attendance.

f. Instructional materials were

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

purchased throughout the year to support high-interest student projects. Such items included art supplies (e.g. paint, markers, and canvas) and basic construction materials (e.g. wood, varnish, and cardboard).

- All actions taken/services provided

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Goal 2 - Action 5

Maintain facilities in good repair.

- a. Gateway Exterior Painting
- b. Penfield Exterior Painting
- c. Phoenix Airport Classroom and Office Renovation

- a. Gateway Exterior Painting was maintained.
- b. Penfield Exterior Painting was maintained.
- c. Phoenix Airport exterior painting was completed. The classroom and office renovation / remodel was completed as well and provided or funded by the state school construction bond funds.
- All actions taken/services provided

- a. \$ 40,000 unrestricted LCFF supplemental, services
- b. \$ 40,000 unrestricted LCFF supplemental, services
- c. \$ 300,000 unrestricted LCFF supplemental, capital outlay

- a. \$56,080 unrestricted LCFF supplemental, services
- b. \$42,200 unrestricted LCFF supplemental, services
- c. \$38,990 unrestricted LCFF supplemental, services

Action 6

Planned Actions/Services

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.

Actual Actions/Services

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.

- Action taken/services provided

Budgeted Expenditures

Expense included in goal one, action #6

Estimated Actual Expenditures

Expense included in goal one, 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." VCOE is pleased with the implementation of the actions and services in support of this goal and there is ample evidence that such implementation positively impacted student outcomes as will be detailed below. Of particular note, Positive Behavioral Interventions and Supports, alternative means of correcting behavior and restorative practices contributed to the continued reduction in conduct referral and suspensions. Staffing support was strong in terms of maintaining a full time Restorative Justice Teacher, Probation Officer, Counselor, Transition Specialist and Behaviorist (a new position this year). Pro-social student activities built a strong school culture and as did field trips, student incentives and service learning opportunities. Finally contracted services with local providers were increased allowing more students to access more services such as drug and alcohol treatment, anger management, and social-emotional counseling. The one notable exception was in the attendance at Gateway Community School which is discussed below.

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

The effectiveness of efforts on goal two is evidenced in the reduced number of conduct referrals and suspensions. Strong results were also realized in the improvements to facilities and behavioral support services provided (42% increase in budgeted support and 115% increase in counseling sessions provided). The attendance rate at Gateway remains a challenge (76%) and current efforts were not enough to overcome challenges presented by the Thomas Fires which negatively impacted attendance. The rate of attendance remained flat and did not improve as planned and the percent of students classified as chronically absent actually increased slightly to just over 50%.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The amount budgeted for Behavioral Health Services only represented the cost of the increase and should have reflected the total cost. Estimated

actual expenditures reflect accurately the total cost. More trainings were provided to teachers. The Behavior Specialist position was not filled for a few months. The facility projects to improve the school facilities for students were increased in scope to enhance the learning environment.

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.

In order to effectuate more accurate tracking of behavioral issues on the Gateway Campus, the school started tracking more types of incidences, regardless of their severity. While this increased level of scrutiny is welcomed it will necessitate establishing a new metric and targets based on the new methodology. In addition, new actions, targets and services are being added to Phoenix School in order to address stakeholder feedback indicating that school safety, climate and culture are all issues in need of more attention. New approaches to addressing the attendance issues at gateway will also be tried. Budgeted expenditures for 2018-19 now reflect the material differences as explained above.

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

Number of Representatives attending English Learner Parent Advisory Committee - Maintain minimum of 8 parent representatives

Number of Representatives attending School Site Council - Maintain minimum of 8 parent representatives

Actual

10 parent/family representatives attended the October ELAC meeting. 8 parent/family members attended the April ELAC meeting.

- Outcome Met

10 parent/family representatives attended the October SSC meeting. 8 parent/family members attended the April SSC meeting.

- Outcome Met

Expected

Number of school/community sponsored activities - Hold a minimum of 10 school/community sponsored activities

Dollars spent on Behavioral Health Services - Increase dollars spent on Gateway campus by 2% from prior year

Number of completed LCAP stakeholder surveys - Increase number of completed surveys by 2% from prior year

Actual

Gateway completed 13 events by the end of the school year.

- Outcome Met

Increased dollars spent on Gateway campus for behavioral health services by 2% from prior year.

- Outcome Met

Increased the number of completed surveys from 659 to 691 by 5% from prior year

- 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

Enhanced outreach to parents

a. Upgraded automated call out system, Q Communication, was fully implemented in English and

a. \$27,000
b. \$40,000
c. \$10,000

a. \$5,974.50 unrestricted LCFF supplemental, services
b. \$30,936.78 unrestricted LCFF

Planned Actions/Services

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

Actual Actions/Services

Spanish at all VCOE school sites. Multiple trainings from the vendor and VCOE Technology Services were provided to administrating staff.

b. Maintained translation services and implementation of enhanced outreach including teleconferencing and holding parent meetings out in the communities we serve. All large schoolwide events at Gateway Community School provided audio translation headsets. Gateway Community School has 6 staff members that are certified by VCOE Human Resources as bilingual and/or bi-literate. 1 SARB meeting and numerous new student orientations have been arranged nearby the family's residence in order to accommodate transportation challenges.

Budgeted Expenditures

Estimated Actual Expenditures

salaries and benefits
c. \$15,000 unrestricted LCFF supplemental, salary and benefits

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

c. Increased Web presence and Social Media presence VCOE Director of Communication, VCOE Deputy Superintendent, and several VCOE Principal's regularly used social media (Twitter, Facebook) in order to promote school events and highlight the successes of students and programs.

- Actions taken/services provided

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Goal 3 - Action 2

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

Transportation provided to Back to School Night and Open House at Gateway Community School. Translation services as well as refreshments are provided at all schoolwide events.

- Action taken/service provided

\$5,000 unrestricted services

\$3,055.56 unrestricted LCFF supplemental, services

Action 3

Planned 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.

Actual Actions/Services

a. Translation services provided to families at all schoolwide events. Translation is through audio headsets or through direct translation from an accompanying Gateway staff member.

b. All families received information on community services and resources addressing issues of homelessness, counseling, substance abuse, gang intervention, parenting classes, and food resources. Families receive this information upon student enrollment. These resources are also available in the school office and available on the Gateway Community School website.

c. Referrals for students and families were made on a

Budgeted Expenditures

- a. \$37,000
- b. \$2,000
- c. \$2,000

Estimated Actual Expenditures

- a. \$455.77 unrestricted LCFF supplemental, salary and benefits
- b. \$ 5,000 unrestricted LCFF supplemental, salary and benefits
- c. Expense item identified in Goal 4 Action 3

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

continuous basis based on the identified and expressed needs of the students and families. Each student meets with the Induction/Transition Specialist during his or her first week to identify the required and requested counseling services that are offered at Gateway. Families can request and get information about local resources available in their community. The entire school staff met regularly to discuss students of concern and to identify resources available to that student both on campus and off campus. School administration, school counselor, and teacher on special assignment met daily to identify specific resources available to students who have an identifiable need for additional services and resources.

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

- 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

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

b. Implement oversight and monitoring plan for AB2276 transition services

a. Gateway Community School principal is a member of the Juvenile Justice Crime Prevention Act Program Review Committee in collaboration with Ventura County Probation, Public Defender, Public Health, District Attorney, and local community organizations. Principal also participated in regular Student Services Collaborative meetings. Deputy Superintendent is a member of Juvenile Justice Coordinating Council, Juvenile Detention Alternative Initiative, Student Services Collaborative, Workforce Development Board committee and attended these meetings

a. \$2,000 restricted Title I supplies and travel
b. No additional costs

a. \$928.68 unrestricted LCFF travel
b. Expense item covered in Goal 4 Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

regularly.

b. Implemented oversight and monitoring plan for AB2276 transition services

- 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. Two bilingual office staff were hired 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 have 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 was fully translated into Spanish.

The site principal utilized social media to post information about school events and regularly communicates with the VCOE Communications Manager to relay 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. This year, parents and families made good use of these services to attend events which was a first. Food and refreshments were provided to all families and students. Local community resources including 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 worked in collaboration with school districts to communicate regularly about student and families that are in need of specific supports. Gateway Community School provides all the social-emotional counseling services for expelled students who must meet these requirements to return to their district. VCOE maintained attendance and participation with community service organizations and social services

such as: Juvenile Justice Coordinating Council, Juvenile Detention Alternatives Initiative, VC Special Education Local Planning Agency, Community Corrections Partnership, Special Education Operations Cabinet, Student Programs and Services Steering Committee and others. Oversight and monitoring plan for AB2276 transition services began this year and included an audit of the referral and intake process to expedite transitions and minimize lost instructional time for students. In addition, 2 full time transition specialists are now in place.

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. The primary area of focus in the future will continue to be the transition services partnership with VC Probation. As will be noted in Goal 4, this effort must become more impactful and speed up student transitions to minimize lost instruction.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The translation services were needed on a full time basis to serve all students and families.

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.

Increased attention will be given to the MOU for transition services which will be detailed in Goal 4 – service to expelled youth. In addition, VCOE will be adding a part time bilingual translator to provide increased and improved services to VCOE students and their families. Budgeted expenditures for 2018-19 now reflect the material differences as explained above. Incorrect references to AB216 will be corrected to AB2276 which correctly refers to increased transition services.

Goal 4

Goal 4

VCOE will coordinate services county-wide to help 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 Socio-Emotional and rehabilitative Counseling Services provided to expelled youth - 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)

Actual

Increased by 119.3%. 1,544 individual sessions have been provided thus far compared to 704 sessions the same time last year.

- Outcome Met

Expected

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 - 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

Actual

Because delays in receiving referral packets, baseline data was collected during the 2017-2018 school year, it took an average of 24 days to enroll an expelled student at Gateway Community School after his or her expulsion was approved by the district of residence. Outcome not 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

Goal 4 - Action 1
Social-emotional and rehabilitative Counseling Services will be provided to expelled students as appropriate. Counseling services contracts will be increased as needed.

Actual Actions/Services

Social-emotional and rehabilitative Counseling Services were provided to expelled students as appropriate.
Counseling services contracts were increased as needed.

- Action taken/service provided

Budgeted Expenditures

No additional costs- expenditures in goal #2 action 1

Estimated Actual Expenditures

No additional costs- expenditures in goal #2 action 1b

Action 2

Planned Actions/Services

Goal 4 - Action 2
 Transportation will be provided to all expelled students attending Gateway Community School

Actual Actions/Services

Transportation was provided to all expelled students attending Gateway Community School
 - Action taken/service provided

Budgeted Expenditures

\$170,000 unrestricted professional services

Estimated Actual Expenditures

\$129,589 unrestricted LCFF services

Action 3

Planned Actions/Services

Goal 4 - Action 3
 VCOE will maintain a full time transition specialist (support position). This position will facilitate communication and collaboration among school districts, COE, and Ventura County Probation including implementation of the MOU with VCOE probation relating to AB2276

Actual Actions/Services

VCOE maintained two full-time transition specialists (support positions). These positions facilitated communication and collaboration among school districts, COE, and Ventura County Probation including implementation of the MOU with VCOE probation relating to AB2276.
 - Action taken/service provided

Budgeted Expenditures

\$80,000 unrestricted salaries and benefits

Estimated Actual Expenditures

\$126,617 unrestricted LCFF salaries and benefits

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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.

VCOE provided actions and services to support expelled youth which included credit recovery options to all students to ensure that they were better able to graduate on time. High School equivalency test preparation and administration was provided. Targeted support for EL students was provided. Expelled students were provided afterschool enrichment program opportunities. Educational services and transportation was provided.
Action taken/service provided

See Goal 1, actions 3,4

listed in goal 1, actions 3 a. and 4 a. and b.

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Goal 4 Action 5

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

- a. Induction/Transition Specialist will maintain daily record and timeline of referrals received, dates approved, contracts 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

- a. Induction/Transition Specialist maintained daily record and timeline of referrals received, dates approved, contracts 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 from partnering school districts and incorporated to improve the referral process.
- Actions taken/services provided

No additional cost

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 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 full implementation of the above actions and services. Social-emotional and rehabilitative Counseling Services were provided to expelled students as appropriate and services contracts were increased as needed. 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 AB2276

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

Overall, VCOE is pleased with the effectiveness of these actions and services as evidenced by the following outcomes having been met. First, the number of failed placements, decreased from 5 to 1. Second, 100% of expelled youth were provided transportation to and from home. In addition, Socio-Emotional and rehabilitative Counseling Services provided to expelled youth through community based agencies was increased by 115% which we feel contributed to the reduced discipline referrals and suspensions experienced at Gateway. What is still needed, however, is increased emphasis on decreasing the time it takes for expelled students to transition to Gateway.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Fewer students needed transportation than expected. VCOE increased staffing from 1 full time transition specialist to 2 full time transition specialists. Services to students transitioning either in or out of the court and community schools were increased by this addition of a second transition specialist.

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.

Based on the lack of growth on reducing transition time for expelled students, the metric has been changed to measure the time from the date of expulsion until the first date of attendance at Gateway. This shifts the responsibility back on VCOE school personnel and off district and parents. Under the prior metric, if a parent or district were slow responding, the metric would not suffer because it was measured from the date Gateway received the completed referral. This way of measuring obscured the true length of time a student is not in school. VCOE believes the new metric will highlight this issue to a much greater degree and add clarity for everyone involved. Budgeted expenditures for 2018-19 now reflect the material differences as explained above.

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

Accessible to 100% of all LEAs (Percentage of LEA's accessing Foster Focus Data sharing system)-

Actual

The Foster Focus Data Sharing system is accessible to 100% of districts in the county.

- Outcome Met

Expected

Percentage of Foster Youth transferring schools – mobility rate -
 Percentage of Foster Youth transferring schools will decrease by 2%
 from baseline established in Spring/ Summer 2017

Foster Youth Data portal established with VC Human Services Agency
 (HSA) - Pilot with 1-2 LEA's

Actual

- CDE has not yet established a mechanism for tracking student mobility. The following estimates stated are based on a Foster focus upload from CALPADS on May 7, 2018
- The VCOE/Foster Youth Services Coordinating Program (FYSCP) approximates that of 370 Ventura County Foster Youth (excludes out of county youth) identified as attending school in Ventura County, 75 or 20% changed schools at least once from 9/1/2017 to 4/30/2018.

- Outcome Met

Foster Youth Data portal was not established with VC Human Services Agency (HSA)

- Outcome Not 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 5 - Action 1

a. VCOE maintained three foster

Expense included in goal 1

Expense included in goal 1 action

Planned Actions/Services

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

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

Actual Actions/Services

youth liaisons (support positions) 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 liaisons also provided direct services to foster youth to ensure students who qualified had access to AB216 requirements
Action taken/service provided

b. Despite numerous meetings with Information Technology Administrators, Application Specialists and Technicians from the County of Ventura/Human Services Agency, a method to interface the various data systems required to meet this outcome was not achieved
Action not taken/service not provided

c. VCOE will continue to

Budgeted Expenditures

action #6

Estimated Actual Expenditures

#6

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Maintain the Foster Focus Data sharing platform which serves educational agencies, VC HSA, VC Probation and the juvenile courts
- Action taken/service provided

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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. Providing supplies and copies for meetings

d. Facilitating relevant

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 are 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 VC LEA's.

a. \$500 restricted state funds, travel
b. \$500 restricted state funds, travel
c. \$500 restricted state funds, supplies
d. \$2,000 restricted state funds, travel and professional services

a. \$7,174 restricted state funds travel
b. \$5,391.85 restricted state funds travel
c. \$311 restricted state funds supplies
d. \$8,622 restricted state funds services

Planned Actions/Services

professional development such as trauma informed care

Actual Actions/Services

c. Provided 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.

- Actions taken/services provided.

Budgeted Expenditures

Estimated Actual Expenditures

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 to implement the plan developed in the prior year to transport Foster Youth to their respective schools of origin in a more consistent manner.

VCOE established MOU's with local school districts and the County of Ventura/Human Services Agency and has implemented a structured service plan for LEA's to coordinate the transportation of Foster Youth to their school of origin, when it has been determined that it is in the best interest of the child to do so.

- Action taken/service provided

\$2,000 - restricted state funds, supplies

\$3,015 restricted state funds, supplies

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 adding an additional foster youth liaison (support position) who worked to ensure student files, records and transcripts follow the students from school to school, and to ensure the students are enrolled in the correct academic subjects. These 3 liaisons also facilitated services to foster youth to ensure students who qualify have access to AB216 requirements. VCOE maintained its representation at the County quarterly Foster Youth Executive Advisory Council meetings. In addition, VCOE Facilitated county-wide Foster Youth Executive Advisory Council Meeting provided for all VC LEA's. The ongoing efforts also included facilitating relevant professional development such as trauma informed care. Finally, and significantly, VCOE worked collaboratively with local school districts, VC Probation and VC Human Services Agency to implement the plan to transport Foster Youth to their respective schools of origin in a more consistent manner. MOU is now in place and students are being transported daily under the terms of this agreement.

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

The overall effectiveness of VCOE efforts on Goal 5 were judged to be extremely successful. Of particular note if the successful implementation of the new transportation MOU and system facilitated by VCOE Foster Youth Liaisons that works among all local school districts, VC Probation and VC Human Services Agency.

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.

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 was not able to facilitate the development of a data sharing portal with VC Human Services Agency due to insurmountable technical challenges. The focus this year will be to work with local districts to improve the availability of Foster Youth status to stakeholders such as classroom teachers and site administrators. Budgeted expenditures for 2018-19 now reflect the material differences as explained above.

Stakeholder Engagement

LCAP Year: 2018-19

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?

Stakeholder engagement is guided by the VCOE LCAP Team. The VCOE LCAP Team meets regularly during the school year to provide input and guidance on the development of the 2018-19 LCAP and the 2017-18 Annual Update. This work drives our stakeholder engagement efforts in order to receive the input and perspective necessary to ensure our 2018-19 LCAP best meets the needs of our students. The LCAP Team used the input received from stakeholders to write this year's LCAP.

It is 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 is as inclusive as possible, a survey was provided both online and on paper, and both in English and in Spanish.

The online survey was available as a link on the VCOE homepage and through our social media feeds, Twitter and Facebook. Additionally, the online survey was emailed to all staff, students, district office staff, community organizations and members that interact with our schools and students, as well as parent groups like PTSA and DELAC. Parents of VCOE students received the survey link via text and email through the student information system, Q Connect. 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 paper survey whenever attending an event or meeting on campus. All Stakeholders were encouraged to participate and their input is valued.

As a result of these efforts, VCOE was able to clearly identify the top three State Priorities of our stakeholders as follows:

1. Priority 1 - Basic Conditions of Learning
2. Priority 3 - Parental Involvement
3. Priority 7 - Course Access

The Ventura County Board of Education (VCBE) was provided monthly reports on the development of the LCAP beginning in April 2018.

Parent Involvement

- VCOE DELAC meeting - 10/19/17
- Gateway Open House- 10/19/17
- Back to School Night Gateway - 4/26/18
- VCOE DELAC meeting - 4/26/18
- Foster Family Meetings and Trainings – 1/23/18, 2/28/18, 3/20/18, 4/24/18, 4/25/18, 5/15/18, 5/21/18, 5/22/18

Community Involvement

- Community Corrections Partnership Meeting - 7/19/17, 11/1/17, 5/9/18
- Ventura County Workforce Development Board Meeting - 8/24/17, 10/4/17, 1/25/18, 2/22/18, 4/4/18, 4/26/18, 6/6/18
- Juvenile Detention Alternatives Initiative Meeting – 9/19/17, 11/21/17, 1/16/18, 3/20/18, 5/15/18
- Juvenile Justice Coordinating Council –9/13/17, 1/10/18, 3/21/18, 5/2/18
- Emails to all community partners requesting they complete the online survey – 4/12/2018 and 4/24/2018

Staff Involvement

- An email campaign was used to encourage all VCOE staff to participate in the development of the LCAP
- Staff meetings at all school sites
- Online Survey

- Consultation meetings with Unions - Monthly
- Representation on VCOE LCAP Meetings
- Student Services Branch Meetings – Monthly
- Special Education Principal Meetings - Monthly
- Senior Management Meetings - Weekly
- Superintendent's Council - Monthly
- Student Services Collaborative - Monthly
- Student Attendance Review Board (SARB) - Monthly

Student Involvement

- Online Survey - Every student was provided with time and a computer to complete the online survey
- Input Cards
- Personal Interviews

Data Results - Survey Responses by Stakeholder category:

- # Parents – 109
- # Teachers – 112
- # Classified – 143
- # Administration – 94
- # Students – 132
- # Community Members - 87
- # Partners – 13
- # Vendors -1
- Total Survey Responses - 691 (up by 32 from last year)

Projected Timeline

- Data Collection: July 2017 – May 2018

- LCAP updates and Draft Reports to VCBE April, May and June 2018
- Public Hearing June 18, 2018
- No stakeholder questions required Superintendent written responses June 2018
- Final LCAP Approved by VCBE: June 25, 2018

Stakeholders were generally supportive of the changes to the LCAP as the changes truly reflected the input received from all stakeholders. Priority areas of focus in the ten state priorities changed slightly as the result of efforts and resources directed to high focus areas through the 2017-18 LCAP plan. While stakeholders understand and want the flexibility each year to reprioritize the areas of focus, they also want to make sure that some resources are still directed to previous areas of focus to ensure the gains made are not lost due to lack of focus on resources. Specific feedback included:

1. Student Services Branch meetings regularly included LCAP as an agenda item.

At these meetings, Principals and Directors were asked to monitor all goals, actions and services, and to forward evidence of progress to the Deputy Superintendent's office as they were able to do so.

2. The Deputy Superintendent's office created a repository for all evidence of goal attainment in the form of a file box with each goal clearly labeled. As evidence of goal attainment was forwarded to the office, it was incorporated into the appropriate file and the master copy of the LCAP was updated to reflect progress made on attainment of that goal.

3. Central Office Administration and staff, including key personnel in facilities, payroll and purchasing were involved in the process and were regularly consulted. For example, when a facilities project was completed, the work order showing payment amounts for the project was forwarded to the evidence repository and the LCAP updated to reflect goal completion and budgeted amount expended.

4. Regular meetings with stakeholders and community based agencies were held

throughout the school year to share information on progress made with key stakeholders.

5. Employee Organizations were kept informed through the formal Consultation process

6. The Ventura County Board of Education was provided an update on the progress made towards the 2018-19 LCAP in April of 2018 and a draft was provided in May. On June 18 a public hearing was held to share progress made on all goals and newly developed or revised goals based on the analysis of the data.

7. VCOE Senior Management regularly discussed LCAP-related issues including progress made on goals.

8. LCAP updates were regularly placed on site staff meeting agendas and certificated and classified staff members were consulted on progress toward the LCAP goals.

9. Community and Law Enforcement Agencies were updated regularly on LCAP goals related to their respective areas of interest and such groups included: The Ventura County Workforce Development Board; Juvenile Detention Alternatives Initiative; United Parents; Community Corrections Partnership; Ventura County Probation Department

10. In addition, information was solicited from all VCOE stakeholders via an online and paper version survey. This survey was posted on the VCOE main website along with links to data and other pertinent information to help inform their decision. This information was also sent out via social media, specifically using

Impact on LCAP and Annual Update

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

Impact:

Keeping stakeholders apprised of progress made towards goal attainment was not limited to an "after the fact" review. In fact, upon establishment of the goals, actions and services in the 2018-19 LCAP, VCOE central office administration, site administrators, teachers and other employees were all informed of the goals, actions and services, and were involved in the process from day one. The following actions detail this dynamic:

1. The continued need to improve efficiency and timeliness of student transitions.
2. The continued need to develop effective methods to improve student engagement.
3. Continued implementation of creative strategies for increasing parental involvement and improved communication between school and parents.
4. The continued need for increased behavioral support, including CHAMPS a Positive Behavior Intervention System.
5. A continued need for Professional Development to improve teacher effectiveness.
6. The need for continued training in Trauma Informed Care and Restorative Practices was expressed.
7. The need to expand the number of students in career education courses.
8. The need to expand extended school year services to Gateway Community School
9. The need to foster a more positive school climate through meeting both the academic needs as well as the social-emotional needs of students.
10. The need to prioritize improved school climate, culture and safety at Phoenix school.

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 second year of implementation 86% of test takers passed their respective test. This percentage needs to be maintained.

Consistent with the state's goal of increasing college and career readiness, student participation in CTE courses should be increased among students in Court and Community Schools and Special Education as appropriate to IEP Goals.

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 the addition of new staff and stakeholder engagement, additional training is needed in California Standards implementation and lesson design, including project-based learning, English Language Development and History-Social Science Standards.

Consistent with State metrics for college and career readiness and VCOE efforts to infuse Career Education into the alternative education setting, there is a need to provide counseling services for students relative to career planning

Based on teacher and administrator feedback, there is a need to adopt and implement updated and approved History-Social Science instructional materials.

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

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

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
---------------------------	-----------------	----------------	----------------	----------------

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. Implementing standards- aligned

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.

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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
------	---------	---------	---------

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

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 40 students will be provided with LI, EL and Foster Youth receiving priority enrollment.

Budgeted Expenditures

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

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, Evening classes at VC Career Education Center

Budgeted Expenditures

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

Action #4

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:

Schoolwide

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Goal 1 - Action 4

High School Equivalency test preparation and Administration

2018-19 Actions/Services

Goal 1 - Action 4

High School Equivalency test preparation and Administration

2019-20 Actions/Services

Goal 1 - Action 4

High School Equivalency test preparation and Administration

a. Maintain sufficient staffing to administer HiSet

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

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

Year	2017-18	2018-19	2019-20
Amount	a. \$42,944 b. \$1,200	a. \$42,944 b. \$1,200	a. \$42,944 b. \$1,200
Source	a. Unrestricted LCFF b. Unrestricted LCFF	a. Unrestricted LCFF b. Unrestricted LCFF	a. Unrestricted LCFF b. Unrestricted LCFF
Budget Reference	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

Year	2017-18	2018-19	2019-20
Amount	<ul style="list-style-type: none"> a. \$19,526 b. \$2,000 c. \$8,000 	<ul style="list-style-type: none"> a. \$42,944 b. \$2,000 c. \$8,000 	<ul style="list-style-type: none"> a. \$45,521 b. \$2,000 c. \$8,000
Source	<ul style="list-style-type: none"> a. Unrestricted LCFF b. Restricted state lottery c. Unrestricted LCFF 	<ul style="list-style-type: none"> a. Unrestricted LCFF supplemental b. Restricted state lottery c. Unrestricted LCFF supplemental 	<ul style="list-style-type: none"> a. Unrestricted LCFF supplemental b. Restricted state lottery c. Unrestricted LCFF supplemental
Budget Reference	<ul style="list-style-type: none"> a. Salaries and benefits b. Supplies c. Services 	<ul style="list-style-type: none"> a. Salaries and benefits b. Supplies c. Services 	<ul style="list-style-type: none"> 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 Liaison 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

Year	2017-18	2018-19	2019-20
Amount	\$135,000	\$315,517 and \$175,993	\$334,448 and \$186,553
Source	State restricted foster youth	State restricted foster youth and LCFF supplemental	State restricted foster youth and LCFF supplemental
Budget Reference	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

All Students

Location(s)

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

Source	LCFF	LCFF	LCFF
Budget Reference	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 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 increase student engagement and connectedness to school. Attendance Rates:

Providence Court School - 98.77%

Gateway Community School - 75.56%

Special Education Schools - 87.19%

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

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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	Decrease 5% based on baseline established in 2018-2019 at Gateway and Phonex
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 2% from prior year from 46 to 45 at Gateway. Reduce by 5% at Phoenix from 70 to 67.
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 1% from prior year to 79.15% or better

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 5% from 40% 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 3% from the prior year to 1638.

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 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

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

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

practices such as:

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

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

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

d. Maintain full time position for Restorative Justice Resource Teacher

practices such as:

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

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

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

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

practices such as:

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

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

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
------	---------	---------	---------

Amount	<ul style="list-style-type: none"> a. \$80,000 b. \$2,400 c. \$1,200 d. \$126,042 	<ul style="list-style-type: none"> a. \$80,000 b. \$3,000 c. \$1,200 d. \$131,200 and \$2,058 	<ul style="list-style-type: none"> a. \$80,000 b. \$3,500 c. \$1,200 d. \$139,072 and \$2,058
Source	<ul style="list-style-type: none"> a. Unrestricted LCFF b. Unrestricted LCFF c. Unrestricted LCFF d. Unrestricted LCFF 	<ul style="list-style-type: none"> a. Unrestricted LCFF supplemental b. Unrestricted LCFF supplemental c. Unrestricted LCFF supplemental d. Unrestricted LCFF supplemental 	<ul style="list-style-type: none"> a. Unrestricted LCFF supplemental b. Unrestricted LCFF supplemental c. Unrestricted LCFF supplemental d. Unrestricted LCFF supplemental
Budget Reference	<ul style="list-style-type: none"> a. Services b. Services c. Services d. Salary and benefits 	<ul style="list-style-type: none"> a. Services b. Services c. Services d. Salary and benefits and services 	<ul style="list-style-type: none"> a. Services b. Services c. Services d. Salary and benefits and 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

LEA-Wide

Specific Schools, Gateway, Providene, 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

2018-19 Actions/Services

2019-20 Actions/Services

Goal 2 - Action 2

Goal 2 - Action 2

Goal 2 - Action 2

VCOE will work to increase School Safety by:

VCOE will work to increase School Safety by:

VCOE will work to increase School Safety by:

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

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

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

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

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

c. Providing bus aides in support of safety at

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

Gateway

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

e. Maintain a full time Behavioral support position at Gateway

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

Gateway

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

e. Maintain a full time Behavioral support position at Gateway

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

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

- 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. \$5,000
- c. \$8,000
- d. \$5,000
- e. \$66,000
- f. \$25,000

Source

- 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 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 2 - Action 3

Goal 2 - Action 3

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

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 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

a. Maintain full time Counselor at Gateway Community School

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

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

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

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

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, Phoenix,

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

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

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

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	<ul style="list-style-type: none"> a. \$2,000 b. \$2,000 c. \$2,000 d. \$2,000 e. \$2,000 f. \$2,000 	<ul style="list-style-type: none"> a. \$2,000 b. \$2,000 c. \$2,000 d. \$2,000 e. \$2,000 f. \$2,000 	<ul style="list-style-type: none"> a. \$2,000 b. \$2,000 c. \$2,000 d. \$2,000 e. \$2,000 f. \$2,000
Source	<ul style="list-style-type: none"> a. unrestricted LCFF supplemental b. unrestricted LCFF supplemental c. unrestricted LCFF supplemental d. unrestricted LCFF supplemental e. unrestricted LCFF supplemental f. unrestricted LCFF supplemental 	<ul style="list-style-type: none"> a. unrestricted LCFF supplemental b. unrestricted LCFF supplemental c. unrestricted LCFF supplemental d. unrestricted LCFF supplemental e. unrestricted LCFF supplemental f. unrestricted LCFF supplemental 	<ul style="list-style-type: none"> a. unrestricted LCFF supplemental b. unrestricted LCFF supplemental c. unrestricted LCFF supplemental d. unrestricted LCFF supplemental e. unrestricted LCFF supplemental f. 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

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

N/A

Scope of Services:

N/A

Location(s)

N/A

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 5

Maintain facilities in good repair.

- a. Gateway Exterior Painting
- b. Penfield Exterior Painting
- c. Phoenix Airport Classroom and Office Renovation

for 2018-19

Modified

2018-19 Actions/Services

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

for 2019-20

Modified

2019-20 Actions/Services

Goal 2 - Action 5

Maintain facilities in good repair.

- a. Paving - Phoenix Airport School
- b. Paving - Moorpark Phoenix / ACCESS Schools

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
------	---------	---------	---------

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

Action #6

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)

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

Year	2017-18	2018-19	2019-20
-------------	----------------	----------------	----------------

Amount	Expense included in goal 1, action #6	Expense included in goal 1, action #6	Expense included in goal 1, action #6
Source	Expense included in goal 1, action #6	Expense included in goal 1, action #6	Expense included in goal 1, action #6
Budget Reference	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

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.

Student and parental knowledge of programs and services has not been consistently assessed or acted upon.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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 12 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 12 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

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

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

Location(s)

Specific Schools, Gateway

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

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

Year	2017-18	2018-19	2019-20
Amount	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
Source	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
Budget Reference	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

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$5,000	\$5,000
Source	Unrestricted LCFF	Unrestricted LCFF	Unrestricted LCFF
Budget Reference	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

Unchanged

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. 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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a. \$37,000 b. \$2,000 c. \$2,000	a. \$37,000 b. \$2,000 c. \$2,000	a. \$37,000 b. \$2,000 c. \$2,000
Source	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

Budget Reference

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

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

2018-19 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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	a. \$2,000 b. \$5,000	a. \$2,000 b. \$5,000	a. \$2,000 b. \$5,000
Source	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

**Budget
Reference**

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 increase collaboration with the 19 school districts in order 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 make the transition process for students more 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
Amount	expenditures in goal #2 action 1	expenditures in goal #2 action 1	expenditures in goal #2 action 1
Source	expenditures in goal #2 action 1	expenditures in goal #2 action 1	expenditures in goal #2 action 1
Budget Reference	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

Year	2017-18	2018-19	2019-20
Amount	\$170,000	\$185,000	\$190,000
Source	Unrestricted LCFF supplemental	Unrestricted LCFF supplemental	Unrestricted LCFF supplemental
Budget Reference	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 AB2276

Budgeted Expenditures

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

Goal 4 - Action 4

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.

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 3 and 4, will be used to support increased graduation rate and HiSet passage rate for expelled youth.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Expense included in Goal 1, actions 3,4	Expense included in Goal 1, actions 3,4	Expense included in Goal 1, actions 3,4
Source	Expense included in Goal 1, actions 3,4	Expense included in Goal 1, actions 3,4	Expense included in Goal 1, actions 3,4

Budget Reference

Expense included in Goal 1, actions 3,4

Expense included in Goal 1, actions 3,4

Expense included in Goal 1, actions 3,4

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

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 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.

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$10,000	\$10,000
Source	LCFF	LCFF	LCFF
Budget Reference	salaries and benefits	salaries and benefits	salaries and benefits

(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

Based on new legislation and community dynamics, there is a need to develop a plan to transport Foster Youth to their school of residence in a consistent manner.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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 2% from 18% to 16% 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

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

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 agencies, VC HSA, VC Probation and the juvenile courts

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 agencies, VC HSA, VC Probation and the juvenile courts

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Expense included in goal 1 action 6	Expense included in goal 1 action 6	Expense included in goal 1 action 6
Source	Expense included in goal 1 action 6	Expense included in goal 1 action 6	Expense included in goal 1 action 6
Budget Reference	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

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.

Records Considerations for Foster Youth,
 Commercially
 Sexually Exploited Children, Cyberbullying,
 Court Appointed Special Advocates, Children
 Family
 Services Emergency Response and LGBTQ
 Sensitivity and Awareness.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	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. \$8,622
Source	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

Budget Reference

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:

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

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 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.

Budgeted Expenditures

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

Percentage to Increase or Improve Services

\$ 1,072,873

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.