

LCAP Year  2017-18  2018-19  2019-20

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

[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](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: 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.

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## 2017-20 Plan Summary

### THE STORY

Briefly 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. 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 Court 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 2017-18 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.

In addition to continuing these worthy goals, VCOE will work to eliminate actions and services detailed in the previous LCAPs when such actions and services have either been accomplished or are in a strong position such that emphasis can be shifted to those actions and services requiring more focus. It is the intent of VCOE that in making these changes, VCOE's LCAP will be more focused, accessible and transparent.

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.

## 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. Improved attendance at Gateway Community School by 4%
2. Reduced number of students considered chronic absentees by 31%
3. Development and Implementation of a Foster Youth Transportation MOU among all 20 school districts, VC Human Services Agency and VC Probation.
4. Improvements to facilities and technology
5. Increased Support Services
6. Professional Development
7. Reduced Failed Placements at Gateway from 10 to 5
8. Reduced the number of student suspensions by 46%
9. 100% 1-year graduation rate

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

LCFF Evaluation Rubrics (Spring 2017 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.

Despite this, there are ongoing needs to address:

1. Academic achievement as evidenced by pre-post skills assessment results.
2. Adoption of instructional materials in English Language Development
3. Implementation of project-based learning to increase student engagement
4. Increased enrollment and course completion in Career Education Courses.

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?

LCFF Evaluation Rubrics (Spring 2017 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.

## PERFORMANCE GAPS

### INCREASED OR IMPROVED SERVICES

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.

1. For English Learners, VCOE will adopt and implement new standards-aligned instructional materials.
2. For Foster Youth VCOE needs to complete the effort to implement a data sharing portal through a collaborative effort with Ventura County Human Services Agency and fully implement Transportation Plan/MOU
3. For Low income students VCOE needs 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.

### 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

\$ 109,710,980

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$ 1,740,013

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.

\$ 20,187,255

Total Projected LCFF Revenues for LCAP Year

# Annual Update

LCAP Year Reviewed: 2016-2017

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

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  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

- 100% of students will continue to have access to standards-aligned instructional materials (1,2)
- Individual student performance will increase in reading by 5% and math by 3% as measured by STAR Reading and Math pre and post assessment. For students in special education increase in student achievement in reading and math will be assessed through pre and post-tests
- Number of failed placements defined as dropouts or students who return to district after failing to remediate credits will decrease from 10 to 9 or fewer (5,8)
- 60% of students at Gateway School will complete a Career and Technical Education Course (4,7,8,10)
- Phoenix and Triton will have a minimum of 1 student each participate in Career Education courses as is appropriate given IEP goals (4,7,8)

#### ACTUAL

- 100% of students continue to have access to standards-aligned instructional materials(1,2) – **Outcome met**
- Individual student performance in reading and mathematics pre and post tests showed slight decreases from the initial assessment to the mid-year assessment. Special education students average scores increased by 1.1%. STAR Reading and Math pre and post assessments did not reach the targeted growth in Math or English - **Outcome not met.**
- Number of failed placements defined as dropouts or students who return to district after failing to remediate credits decreased from 10 to 5 (5,8) – **Outcome met**
- Approximately 61.3% of students at Gateway School will have completed a Career and Technical Education Course at year's end (4,7,8,10) – **Outcome met**
- Phoenix had 6 students and Triton had 5 students complete a Career Education course as was appropriate given IEP goals (4,7,8) – **Outcome met**

6. 100% of English Language Arts, mathematics, and science course offerings will be aligned to the California Standards and Next Generation Science Standards and modified when necessary to meet the individual needs of students in special education (2)
7. Local Benchmark assessments and IEP goals aligned to the California Standards will continue to be identified, developed and implemented in all core areas (1,5)
8. Authentic assessments reflecting learning outcomes associated with Project-based learning will be developed along with opportunities for public exhibition of student work (1,2,4)
9. All teachers at Gateway Community School will receive training in best practices and instructional strategies related to Project-based Learning (1,2,4)
10. No fewer than 10 teachers will receive professional development in order to improve instruction by infusing instructional technology into the classroom thereby increasing engagement and accessibility of the California Standards (1,5)
11. The implementation of necessary and appropriate educational technology in the form of hardware and software will reach 80% of classrooms (1,5,10)
12. Percentage of students passing either the HiSET (High School Equivalency Exam) or GED will increase by 2% from 79% to 81% or more(8)
13. 100% of VCOE Teachers will be appropriately credentialed in their respective assignments and there will be no teacher misassignments. (1)
14. One (1) year graduation rate will be no less than 90% given the baseline rate which was established at the end of 2015-16 school year as 91% (10 of 11 students graduated after starting the year with 160 credits or more)

6. 100% of English Language Arts, English Language Development, mathematics, and social studies course offerings are aligned to California State Standards. Next year, VCOE will be piloting and adopting a new science curriculum aligned with the NGSS. - **Outcome Partially met**
7. All classroom assessments are aligned to the California State Standards. - **Outcome met**
8. Authentic assessments associated with project-based learning are still being created to assess California Standards and 21<sup>st</sup> Century Skills. - **Outcome partially met.**
9. All teachers at Gateway Community School received training in best practices and instructional strategies related to Project-based Learning (1,2,4) – **Outcome met**
10. Ten (10) teachers received professional development in order to improve instruction by infusing instructional technology into the classroom thereby increasing engagement and accessibility of the California Standards (1,5) – **Outcome met**
11. The implementation of necessary and appropriate educational technology in the form of hardware and software reached 100% of classrooms (1, 5, 10) – **Outcome met**
12. Through May 30, VCOE increased the number of students passing the HiSet (High School Equivalency Exam) from 19 to 26 but the percentage of students passing the HiSET decreased from 79% to 76% - **Outcome partially met.**
13. 100% of VCOE Teachers were appropriately credentialed in their respective assignments and there were no teacher mis-assignments. (1) – **Outcome met**
14. One year graduation rate will be approximately 100%. 11 out of 11 students will graduate in June after starting the year with 160 or more credits. - **Outcome met**

ACTIONS / SERVICES

Action  
n **1.1**

Actions/Services

PLANNED	ACTUAL
<p>Increasing the accessibility of the California State Standards (CSS) will be improved through</p> <ul style="list-style-type: none"><li>a. Implementation of appropriate educational technology</li><li>b. Adopting and implementing standards- aligned instructional materials</li><li>c. Ensuring all courses are aligned to the CCS</li><li>d. Pre and post assessments, formative assessments, and use of data management software. For students in special education, progress towards yearly IEP goals in English Language Arts, Mathematics, and Science will be monitored on a regular basis. Mathematics, and Science will be monitored on a</li></ul>	<p>VCOE Increased the accessibility of the California State Standards (CSS) through the following:</p> <ul style="list-style-type: none"><li>a. Providence and Gateway have 68 VDI computers and 19 classroom Smart Boards. All Gateway teachers are receiving monthly professional development on the Office 365 suite (e.g. Microsoft Classroom, One Drive, One Note) in order to employ these collaborative, organizational tools with students in the 2017-2018 school year. 26 regular computers and laptops were purchased for the Special Ed sites. – <b>Action taken/service provided</b></li><li>b. This year, new curriculum in English Language Arts and English Language Development is being piloted by a committee of VCOE teachers, administrators, and specialists. The board’s adoption of the committee’s recommendation is set for May 2017. Hard copy and electronic instructional materials are being tested and reviewed in special education as well as court and community school classrooms. Professional development and support in these new materials is provided regularly by Special Education and VCOE Curriculum and Instruction. – <b>Action taken/service provided</b></li><li>c. English Language Arts, English Language Development, mathematics, and social studies course are all aligned to the California State Standards (CSS). In the upcoming 2017-2018 school year, VCOE will be piloting and adopting new science curriculum aligned to the NGSS and CSS. – <b>Action taken/service provided</b></li><li>d. The use of Pre and post assessments and formative assessments continued this year, however, the use of data management software will be delayed until next year. For students in special education, progress towards yearly IEP goals in English Language Arts, Mathematics, and Science was monitored on a regular basis. Accessibility of the California State Standards was improved through teacher training, instructional materials and educational technology. Specifics of those improvements are noted in the goals actions and services section of this goal.</li></ul>

regular basis. Increased accessibility of the California State Standards will be improved

Expenditures

BUDGETED

- a. \$40,000 unrestricted supplies
- b. \$20,000 unrestricted instructional materials
- c. No Additional Costs, this is included as part of staff duties
- d. \$2,000 unrestricted salaries and benefits

ESTIMATED ACTUAL

- a. \$45,412 Special Education computers and laptops, restricted supplies
- b. Instructional materials were piloted and approved by the County Board in May 2017. Purchase of new materials not yet made as of June 12, 2017 and is in the process of being purchased
- c. No additional cost
- d. \$2,000 unrestricted salaries and benefits

Action

1.2

Actions/Services

PLANNED

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

- a. Counselor will meet with no less than 80% 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

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

- a. Counselor met with 82% of students for college and career planning. Counselor met individual students, met with and scheduled students into Career Education Center courses based on their interest, organized college tours/trips, assisted students in financial aid process and arranged for 4 different higher education institutions to meet with students at Gateway Community School. – **Action taken/service provide**
- b. VCOE enrolled 117 students in CTE courses. This is an increase of 35 students enrolled from the previous school year. - **Action taken/service provided**
- c. Students at Gateway Community School have begun participating in project-based learning curriculum that integrates career education and the common core standards. Nine (9) high school students have worked on a social justice project in collaboration with a video production and stage production class from two other county high schools. Juniors and seniors and Gateway will all be invited and transported to the county-wide exhibition of the project. About 20 middle school students and 10 high school students participated in an interdisciplinary art and writing project that answered the essential question “Who are you?” Student work will be on display at the county’s Administrative Services Center office

	and students will have an opportunity to present their work to an audience. – <b>Action taken/service provided</b>
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Expenditures

**BUDGETED**

- a. \$12,600 restricted state funds salaries and benefits
- b. No additional costs
- c. \$35,000 restricted state funds contracted services

**ESTIMATED ACTUAL**

- a. \$16,676 restricted state funds salaries and benefits
- b. No additional costs
- c. \$829 restricted state funds, services

Action

**1.3**

Actions/Services

**PLANNED**

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

**ACTUAL**

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

- a. On-line coursework 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

- **All actions taken/services provided**

Expenditures

**BUDGETED**

- a. \$2,500 restricted Title I travel and professional services
- b. No Additional Costs
- c. No Additional Costs
- d. No Additional Costs
- e. No Additional Costs

**ESTIMATED ACTUAL**

- a. \$9,375 restricted Title I APEX digital software, services
- b. No Additional Costs
- c. No Additional Costs
- d. No Additional Costs
- e. No Additional Costs

Action

**1.4**

Actions/Services

**PLANNED**

High School Equivalency test preparation and administration

- a. Maintain sufficient staffing to administer

**ACTUAL**

High School Equivalency test preparation and administration

- a. VCOE Maintained 20% of coordinator time to administer

Expenditures

<p>GED/HiSet</p> <p>b. Test preparation materials provided to students</p>	<p>GED/HiSet</p> <p>b. Test preparation materials were provided to students</p> <p><b>- All actions taken/services provided</b></p>
<p><b>BUDGETED</b></p> <p>a. \$30,000 Unrestricted salaries and benefits</p> <p>b. \$1,000 Unrestricted instructional materials</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>a. \$27,866 Unrestricted salaries and benefits</p> <p>b. Enough test prep materials were available from a prior year purchase. No additional purchase made in 16/17</p>

Action

# 1.5

Actions/Services

<p><b>PLANNED</b></p> <p>Targeted support for EL students will include:</p> <p>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).</p> <p>b. Adopt and implement curriculum and supplemental instructional materials appropriate for long term English learners</p> <p>c. Professional Development in English Language Development (ELD) Standards and ELD teaching strategies</p>	<p><b>ACTUAL</b></p> <p>Targeted support for EL students included:</p> <p>a. A daily 40-minute intervention period in groups of or less and for students in special education, students had individualized ELD IEP goal(s) as appropriate. – <b>Action taken/service Provided</b></p> <p>b. This year, new curriculum in English Language Arts and English Language Development was piloted by a committee of VCOE teachers, administrators, and specialists. The board's adoption of the committee's recommendation was in May 2017. Hard copy and electronic instructional materials are being tested and reviewed in special education as well as court and community school classrooms. Professional development and support in these new materials was provided regularly by Special Education and VCOE Curriculum and Instruction. – <b>Action taken/service Provided</b></p> <p>c. Professional Development in English Language Development (ELD) Standards and ELD teaching strategies was provided to all 19 VCOE Court &amp; Community School teachers who engaged in two sessions of professional development focused on the ELD standards and teaching strategies. Sessions focused on unpacking and applying the new ELD Standards with a focus on supporting the needs of English Learners through collaboration, academic dialogue, and writing supports. 14 Court and Community Teachers attended two trainings "ELD and SL Standards Training" with CI Staff. 3 Court/Community Middle and High School Teachers attended full day My Perspectives and ELD Companion Pilot</p>
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		Training. 3 Court/Community Middle and High School Teachers attended full day California Collections ELA/ELD Pilot Training.
		<b>– Action taken/service Provided</b>
Expenditures	<b>BUDGETED</b>	<b>ESTIMATED ACTUAL</b>
	<ul style="list-style-type: none"> <li>a. \$19,526 unrestricted salaries and benefits</li> <li>b. \$2,000 unrestricted supplies</li> <li>c. \$8,000 unrestricted travel and professional services</li> </ul>	<ul style="list-style-type: none"> <li>a. \$18,358 unrestricted LCFF salaries and benefits</li> <li>b. Committee selected the materials and they have not yet been purchased as of June 12, 2017</li> <li>c. \$20,325 restricted Title III professional services</li> </ul>

Action **1.6**

Actions/Services	<b>PLANNED</b>	<b>ACTUAL</b>
	Implementation of Extended School Year (ESY) program will focus on increased skills attainment and career education	Implementation of Extended School Year (ESY) program focused on increased skills attainment through a partnership with the Career Education Center. Students participated in a series of workshops focused on interpersonal communications and public speaking. These newly acquired skill sets were then incorporated into the instruction and presentation of other coursework content during ESY. - <b>Action taken/service Provided</b>

Expenditures	<b>BUDGETED</b>	<b>ESTIMATED ACTUAL</b>
	\$18,628 unrestricted salary and benefits	\$52,920 restricted state services

Action **1.7**

Actions/Services	<b>PLANNED</b>	<b>ACTUAL</b>
	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.	Foster youth students were provided a foster youth liaison and school counselor support to ensure student files, records and transcripts followed the students from school to school, and ensured the students are enrolled in the correct academic subjects. This counselor and Foster Liaison provided foster youth services to ensure students who qualify have access to AB216 requirements including the ability to graduate with 130 credits. As of 4/12/2017, Court and Community Schools have graduated 11 students utilizing the provisions of AB 216. These students represent 52% of all the 21 total students who have

		graduated thus far during the 2016-2017 school year. – <b>Action taken/service provided</b>
Expenditures	<b>BUDGETED</b> \$133,000 State restricted salary and benefits	<b>ESTIMATED ACTUAL</b> \$129,354 State restricted salary and benefits

Action **1.8**

Actions/Services	<b>PLANNED</b> Additional training will be provided in IEP writing to incorporate appropriate academic goals.	<b>ACTUAL</b> 26 New/Nearly New Teachers attended trainings on the development and implementation of IEP goals aligned to the CCSS. 12 Teachers/Specialists attended SIRAS training using technology to develop IEPs with goals aligned to CCSS – <b>Action taken/service provided</b>
Expenditures	<b>BUDGETED</b> \$3,000 unrestricted travel and professional services	<b>ESTIMATED ACTUAL</b> \$300 restricted services

Action **1.9**

Actions/Services	<b>PLANNED</b> 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.	<b>ACTUAL</b> VCOE Student Services and Human Resources met no less than monthly to monitor teacher assignments and staffing patterns to ensure there were no teacher mis-assignments and to plan for future staffing needs. – <b>Action taken/Service provided</b>
Expenditures	<b>BUDGETED</b> No Additional Expenses, this is included as part of staff duties	<b>ESTIMATED ACTUAL</b> No Additional Expenses, this was included as part of staff duties

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 with one notable exception. Such efforts included successfully upgrading instructional materials, educational technology and ensuring courses are aligned to the California State Standards. Students received counselling 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.

Despite these successful actions and services, student achievement at Gateway as measured on pre and post-tests did not increase as planned and only modest gains were shown among special education students. In all other areas, significant gains were realized. Attendance improved significantly and suspensions were reduced dramatically. Career education course completion improved, including at Phoenix and Triton schools and the number of failed placements at Gateway went down more than planned. All teachers remain fully credentialed and the one-year graduation rate at Gateway was 100%.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Instructional materials were piloted during the year and approved by the County Board in May 2017 for adoption. The purchase of those new curriculum materials is currently in progress.

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 a little 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.

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 target was adjusted in future years. The number of Phoenix and Triton students completing career education courses surpassed the original goal as well, and so future years' targets were increased. Because the 1 year graduation rate at Gateway was 100% and so few students are generally included in the sample (11), VCOE adjusted the goal to maintaining a 90% rate in the future. All adjustments noted in this section can be found in the section of Goal 1 for Annual Measurable Objectives (pages 46-47).

Based on the lack of growth on student pre-post assessments in reading and math, the goals, actions and services were augmented to support a more rigorous effort to increase student achievement on these two assessments. In particular, teachers and administrators stressed the need to augment consistency of test administration and ongoing communication with students regarding their performance levels and their relative progress between assessments. The changes can be found in the actions and services for goal 1 on page 36



## 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  1  2  3  4  5  6  7  8  
COE  9  10  
LOCAL \_\_\_\_\_

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

1. Decrease student disciplinary referrals by 10% from prior year 379(6)
2. Decrease student suspensions by 2% from prior year to 121 (6)
3. Increase student attendance by 1% from prior year (5)
4. Decrease number of chronically absent students by 5% from 75.9% to 70.9% or less prior year (5)
5. Scores on the Facility Inspection Tool (FIT) will be maintained at 98% or higher.(1)
6. Behavioral Support Services contracts will be increased by 3% from the prior year (5,6)

#### ACTUAL

1. Student disciplinary referrals decreased by 13.2% 376 (2015-2016) to 329 (2016-2017 – **Outcome met**)
2. Projecting based on the number of suspended as of 4/11/2017, student suspensions will decrease by 46% from the prior year to 54 total suspensions. – **Outcome met**
3. Student average daily attendance increased by 1.03% from 75.12% in the prior year to 76.15% in 2016-2017. – **Outcome met**
4. Percentage of students labeled as chronically absent decreased by 31.7% from 75.9% in the prior year to 44.2% in the 2016-2017 school year. Chronic absenteeism was calculated by identifying any student with 10 or more days marked as absent excused or absent unexcused. Based on the enrollment as of 4/11/2017, 50 students out of the 113 total student enrolled were identified as being chronically absent. – **Outcome met**
5. Scores on the Facility Inspection Tool (FIT) were maintained at 98% or higher.(1) - **Outcome met**
6. Behavioral Support Services contracts were increased by 24.7% from the prior year (5,6) - **Outcome met**

ACTIONS / SERVICES

Action **2.1**

Actions/Services

**PLANNED**

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
- d. Maintain full time position for Restorative Justice Resource Teacher

**ACTUAL**

VCOE worked 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 were all provided as planned.
- b. Service hours provided through health and counseling services contracts were increased by 3% from prior year
- c. Training in restorative discipline practices; trauma informed care; positive behavior supports and alternative means of correcting behavior was provided to 20 additional staff members
- d. Full time Restorative Justice Resource Teacher was maintained

- **All Actions Taken/Services Provided**

Expenditures

**BUDGETED**

- a. \$54,000 restricted Title I professional services
- b. \$1,620 unrestricted professional services
- c. \$1,200 unrestricted professional services
- d. \$105,000 Salary and benefits restricted

**ESTIMATED ACTUAL**

- a. \$78,380 unrestricted LCFF services
- b. \$1,620 unrestricted LCFF services
- c. \$1,805 unrestricted LCFF services
- d. \$122,343 restricted Title I, salary and benefits

## 2.2

PLANNED	ACTUAL
<p>VCOE will continue to work to increase School Safety by:</p> <ul style="list-style-type: none"> <li>a. Providing a full time Ventura County Probation Officer at Gateway</li> <li>b. Contract with locally approved vendor for no less than two inspections per month at Gateway and Phoenix</li> <li>c. Bus aides in support of safety at Gateway</li> <li>d. Investing in Professional Development and materials in support CHAMPS Positive Behavioral Supports and NCPI in all VCOE Schools</li> </ul>	<p>VCOE worked to increase School Safety by:</p> <ul style="list-style-type: none"> <li>a. Providing full time Ventura County Probation Officer at Gateway</li> <li>b. As of 4/11/2017, 22 total inspections have occurred in the first 9 months of the school year, averaging to about 2.4 inspections per month at Gateway and Phoenix Schools.</li> <li>c. Providing 2 bus aides in support of safety at Gateway. Site administration completed a training with bus aides to review responsibilities and interacting positively with students.</li> <li>d. Investing in Professional Development and materials in support CHAMPS Positive Behavioral Supports and NCPI in all VCOE Schools for 19 court and community school teachers. Members of the Gateway Community School staff participated in the bi-annual PBIS Leadership Cohort, monthly VCOE Behavior Collaboration for behaviorists, and professional development workshops in “Safe and Civil Schools” new Foundations curriculum. Court and Community Schools regularly host on-site professional development and refreshers on structuring, 30 Special Education Staff attended Positive Behavior Support Training; 36 Special Education Staff attended two day NCPI/PBS Training; 47 Special Education Staff attended a two day Applied Behavior Analysis and Strategies for the Classroom; 48 VCOE Bus Drivers attended CHAMPS and NCPI Preventing Problem Behaviors on the Bus Refresher Training; 34 VCOE New Bus Drivers attended a two day CHAMPS and NCPI Level One Training; 44 Penfield Special Education Teachers, Specialists and Paraeducators attended “Applied Physical Training” NCPI prevention and Interventions for students with significant behavior; 21 New Special Education Staff attended NPCI Level One Training; 32 Courts/Community Teachers, Paraeducators and Specialists attended NCPI Refresher Training; 228 Special Education Staff attended NCPI Refresher Training; 7 VCOE Office Managers attended NCPI Training or Office Managers; 16 Special Education Teachers, Specialists and Paraeducators attended “CHAMPS” Training with Susan Isaaks; 9 Special Education</li> </ul>

Expenditures

e. Develop and implement a full time Instructional support position for behavioral support at Gateway

Teachers attended Health/Wellness Training for TUPE Curriculum

e. Instructional Specialist for Behavior was hired for the 2016-2017 school year. Staff member provided a range of services to middle school and high school students, including: employing behavior reinforcement system for middle school and “intervention” high school program, teaching social skills class to all middle school students and one group of high school students, and working to implement and refine behavior support plans for students with IEPs. Behaviorist provided regular professional development to teachers and support staff.

- **All Actions Taken/Services Provided**

**BUDGETED**

a. \$100,000 unrestricted professional services  
 b. \$5,000 unrestricted professional services  
 c. \$9,500 unrestricted salaries and benefits  
 d. \$5,000 unrestricted travel and professional services  
 e. \$62,000 unrestricted salaries and benefits

**ESTIMATED ACTUAL**

a. \$100,000 unrestricted LCFF services  
 b. \$9,020 unrestricted LCFF services  
 c. \$15,535 unrestricted LCFF salaries and benefits  
 d. \$39,820 unrestricted services  
 e. \$26,719 unrestricted LCFF salaries and benefits (behaviorist position was not filled all year)

Action **2.3**

Actions/Services

**PLANNED**

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

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. The counselor also provides services at Phoenix and Triton Schools.

**ACTUAL**

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

a. Maintained full time Counselor at Gateway Community School

b. Maintained full time counselor at Providence Court School who also provided services to diploma track high school students in special education settings. The counselor also provided services at Phoenix and Triton Schools.

- **All Actions Taken/Services Provided**

Expenditures

BUDGETED

- a. \$136,428 unrestricted salary and benefits
- b. \$100,773 unrestricted salary and benefits

ESTIMATED ACTUAL

- a. \$138,434 unrestricted LCFF salary and benefits
- b. \$ 88,700 unrestricted LCFF salary and benefits

Action

## 2.4

PLANNED

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

- 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

ACTUAL

VCOE continued to implement an incentive program to increase student engagement and address high rates of absenteeism. The program included Pro-Social activities such as:

- a. Regular lunch activities include: intramural sports at Gateway Community School, sports competitions with other county alternative high schools, as well as cards and games during lunch. Special lunchtime activities during Halloween and Thanksgiving were organized by student groups on campus to facilitate pro-social activities and boost attendance.
- b. Leadership students are currently collaborating with a nearby retirement home to participate in some ongoing service learning and volunteering. These high school students have sent holiday cards to nearby organizations. Gateway Leadership students also meet with and mentor middle school students once a week.
- c. Leadership students and SPED students attended the 19<sup>th</sup> Annual "Teens Kick Ash" conference and listened to keynote speaker share his personal experience and captivating insights about drug addiction and his efforts to lobby for legislative change. Career Education Center students attended 2 county agricultural job fairs and networking events. These students participated in workshops, met with local employers, and listened to a range of speakers.
- d. Gateway Community School organized field trips to Santa Barbara City College, Moorpark College, and California State University, Channel Islands. Trips to Santa Barbara City College and Moorpark College targeted high school students, while middle school students participated in the University Outreach presentation and tour at California State University, Channel Islands. Juniors and Seniors from Phoenix School

Actions/Services

<ul style="list-style-type: none"> <li>e. Purchase of student incentives, awards and material and supplies to honor student accomplishments</li>   <li>f. Instructional materials and technology to support high interest student projects</li> </ul>	<p>also participated in a tour at California State University, Channel Islands.</p> <ul style="list-style-type: none"> <li>e. Gateway Community School held quarter awards ceremonies for middle school and high school students. Families and district leadership were also invited to honor students' accomplishments in attendance, academics, improvement, and character. Research-based systems for recognition and reinforcement were designed to target student attendance, behavior, and academics. The Instructional Specialist for Behavior organized a daily and weekly reinforcement schedule that involved student self-reflection and specific, teacher feedback after each class period for the entire middle school program and one high school class supporting students with higher needs.</li>   <li>f. Instructional materials and technology were implemented in order to support high interest student projects</li> </ul> <p>- <b>All Actions Taken/Services Provided</b></p>
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Expenditures

<p><b>BUDGETED</b></p> <ul style="list-style-type: none"> <li>a. \$2,000 restricted supplies</li> <li>b. \$2,000 restricted supplies</li> <li>c. \$2,000 restricted professional services</li> <li>d. \$2,000 restricted contracted services</li> <li>e. \$2,000 restricted supplies</li> </ul>	<p><b>ESTIMATED ACTUAL</b></p> <ul style="list-style-type: none"> <li>a. \$556.22 unrestricted LCFF supplies</li> <li>b. \$68.58 unrestricted LCFF supplies</li> <li>c. \$5,336.81 unrestricted LCFF services, \$1,500 restricted TUPE services</li> <li>d. \$303.84 unrestricted LCFF services, \$331.29 restricted College Readiness Block grant, services</li> <li>e. \$3,323.55 unrestricted LCFF supplies</li> </ul>
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Action **2.5**

Actions/Services

<p><b>PLANNED</b> Maintain facilities in good repair.</p> <ul style="list-style-type: none"> <li>a. Airport Landscaping</li> <li>b. Boswell Restroom Renovations, Drinking Fountains. Technology</li> <li>c. Moorpark ACCESS, Classroom Renovations, Landscaping</li> </ul>	<p><b>ACTUAL</b> Facilities were maintained in good repair. Work Included:</p> <ul style="list-style-type: none"> <li>a. Airport Landscaping</li> <li>b. Boswell Restroom Renovations, Drinking Fountains. Technology</li> <li>c. Moorpark ACCESS, Classroom Renovations, Landscaping</li> </ul>
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Expenditures

<ul style="list-style-type: none"> <li>d. Moorpark Phoenix Security Fencing</li> <li>e. Penfield Office Renovation, Storage Cabinets</li> <li>f. Phoenix Airport Landscaping, Office Renovations Restroom</li> <li>g. Triton Calming Rooms, Restrooms, Classroom Furnishings</li> <li>h. CEC Lighting</li> <li>i. Moorpark Phoenix/ACCESS Glazing</li> </ul>	<ul style="list-style-type: none"> <li>d. Moorpark Phoenix Security Fencing</li> <li>e. Penfield Office Renovation, Storage Cabinets</li> <li>f. Phoenix Airport Landscaping, Office Renovations Restroom</li> <li>g. Triton Calming Rooms, Restrooms, Classroom Furnishings</li> <li>h. CEC Lighting</li> <li>i. Moorpark Phoenix/ACCESS glazing</li> <li>j. Gateway Quad, food service area and welcome room renovations</li> </ul> <p>- <b>All Actions Taken/Services Provided</b></p>
<p><b>BUDGETED</b></p> <ul style="list-style-type: none"> <li>a. \$3,000 unrestricted contracted services</li> <li>b. \$14,661 unrestricted contracted services</li> <li>c. \$95,228 unrestricted contracted services</li> <li>d. \$10,012 unrestricted contracted services</li> <li>e. \$30,086 unrestricted capital outlay</li> </ul> <ul style="list-style-type: none"> <li>f. \$64,088 unrestricted contracted services</li> <li>g. \$84,053 unrestricted capital outlay</li> <li>h. \$15,181 unrestricted contracted services</li> <li>i. \$14,095 unrestricted contracted services</li> </ul>	<p><b>ESTIMATED ACTUAL</b></p> <ul style="list-style-type: none"> <li>a. \$3,750 unrestricted LCFF services</li> <li>b. \$12,211 unrestricted LCFF services</li> <li>c. \$100,818 unrestricted LCFF services</li> <li>d. \$10,012 unrestricted LCFF services</li> <li>e. \$215,260 unrestricted LCFF capital outlay - increased scope to include all new “tackable” wall surfaces and new meeting room</li> <li>f. \$256,342 unrestricted LCFF capital outlay - increased scope to include new school entry and new meeting room</li> <li>g. \$121,394 unrestricted LCFF capital outlay – increased scope to include computer desks</li> <li>h. \$20,630 unrestricted LCFF services</li> <li>i. \$14,727 unrestricted LCFF services</li> <li>j. \$4,036 unrestricted LCFF supplies and \$25,298 LCFF services</li> </ul>

Action **2.6**

Actions/Services

<p><b>PLANNED</b></p> <p>Foster Youth students will be provided counseling and information regarding AB216 and AB490 provisions. Foster Youth will receive priority enrollment in career education classes and supplemental programs.</p>	<p><b>ACTUAL</b></p> <p>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.</p> <p>- <b>Action Taken/Service Provided</b></p>
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Expenditures

<p><b>BUDGETED</b></p> <p>Expense included in goal one, action #7</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>Expense included in goal one, action #7</p>
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## ANALYSIS

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 dramatic reduction in 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.

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

Evidence for the effectiveness of the above efforts lies in several of the identified trauma informed metrics. First, attendance improved by 4% in one year – from 75% to 79%. Second, student disciplinary referrals were down by 13% and the percentage of students identified as chronically absent dropped from 75.9% to just over 44%. These are dramatic results and necessitated recalibrating the target numbers for ensuing years.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The contract for Behavioral Health services was more than expected.  
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.

Target Metrics were changed for rate of attendance, percentage of chronic absentees, suspension rate and student disciplinary referrals. These adjustments can be found in the LCAP section for Goal 2 – Annual Measurable Objectives (Pages 61-62).

## 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  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

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

#### ACTUAL

1. Parent involvement was 3 at the English Learner Advisory Committee (ELAC) held in October. In May, 5 parents, 4 students and 2 community members participated in the ELAC. - **Outcome not met**
2. Parent involvement was 3 at the School Site Council (SSC) held in October. In May, 5 parents, 4 students, and 2 community members participated in the SSC. - **Outcome not met**
3. This year, 8 school/community sponsored activities were held – 4 quarterly awards assemblies, “Back to School Night”, Open House, Thanksgiving Feast, art showcase exhibition - **Outcome met**
4. Behavioral Health Services were increased on the Gateway Campus by 24.7% from prior year (6,10) - **Outcome met**
5. There was a 2% increase in LCAP survey respondent's parents from the prior year.(3) – **Outcome met**

ACTIONS / SERVICES

Action **3.1**

Actions/Services

**PLANNED**  
Enhanced outreach to parents through:

- a. Automated call out system 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**  
VCOE Enhanced outreach to parents through:

- a. Gateway Community School utilizes 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.
- b. 2 bilingual office staff were hired at VCOE Court and Community Schools to best provide translation services to Spanish-speaking families. Conferences at the school site are all translated for Spanish-speaking families. A VCOE translator is 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.
- c. Starting this school year, the Court and Community Schools’ website is fully translated into Spanish. A “Prospective Students” webpage is planned this school year to include information about the school, marketing, frequently asked questions, and information to schedule a school tour. The site principal utilizes Twitter 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.

- **All Actions Taken/Services Provided**

Expenditures

**BUDGETED**

- a. \$27,000 unrestricted salaries and benefits (Admin Dean .25 FTE)
- b. \$5,000 restricted Title I professional services
- c. \$10,000 unrestricted salaries and benefits

**ESTIMATED ACTUAL**

- a. \$35,315 unrestricted LCFF salaries and benefits
- b. \$35,953 unrestricted LCFF salaries and benefits
- c. cost included in 3.1(b)

Action **3.2**

Actions/Services

**PLANNED**

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

**ACTUAL**

The “Back to School Night” and “Open House” events provided free busing transportation to all families and students to attend both school functions. Food and refreshments were provided to all families and students. Local community resources were on hand to interact with and provide information to families about resources relating to higher education, counseling services, gang diversion, and parent education.

**- Action Taken/Service Provided**

Expenditures

**BUDGETED**

\$5,000 unrestricted services

**ESTIMATED ACTUAL**

\$120.19 unrestricted LCFF services, \$3,507 unrestricted supplies

Action **3.3**

Actions/Services

**PLANNED**

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.

**ACTUAL**

VCOE provided support services aimed at increasing parental involvement including:

- a. Translation services and community resources are all provided at the “Back to School Night” and “Open House” events.
- b. All new students participated in a week-long Transition class in which staff met with students to prioritize access to services on campus during and after school. The academic counselor, restorative practice coordinator, behaviorist, probation officer, SELPA clinician, and administrator all met with Transition students as a group or individually to better understand their needs. Staff regularly reviewed student progress to identify possible areas of additional community support that may benefit a student or his/her

	<p>c. Referrals will be made to appropriate community based agencies in support of students and families on an as needed basis.</p>	<p>family. All staff commonly submit referrals to City Impact, Ventura County Behavioral Health, Rapid Integrated Support and Engagement (RISE), and Ventura County Public Health.</p> <p>c. All families are provided a packet of parent/family resources upon a student's enrollment orientation at Gateway Community School. Information about Ventura County 211, Triple P Parenting, and Parent Project are all offered to families. 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. - <b>All Actions Taken/Services Provided</b></p>
	<p><b>BUDGETED</b></p> <p>a. \$5,000 unrestricted salaries and benefits  b. \$2,000 unrestricted salaries and benefits  c. \$2,000 unrestricted salaries and benefits</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>a. Cost included in 3.1(b)  b. No additional cost, services provided by existing staff  c. \$1,477 unrestricted LCFF supplies</p>

Expenditures

Action

### 3.4

Actions/Services

<p><b>PLANNED</b></p> <p>Collaboration will be strengthened through participation in collaborative meetings with Community-Based Agencies, Ventura County Behavioral Health, and Ventura County Probation Department</p> <p>a. Maintain VCOE attendance and participation with community service organizations and social services</p> <p>b. Implement oversight and monitoring plan for AB2276 transition services</p>	<p><b>ACTUAL</b></p> <p>Collaboration was strengthened through participation in collaborative meetings with Community-Based Agencies, Ventura County Behavioral Health, and Ventura County Probation Department</p> <p>a. 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.</p> <p>b. 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</p>
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Expenditures

	transition specialists are now in place. 1 at Gateway Community School and the other at Providence Court School.
	- <b>All Actions Taken/Services Provided</b>
<b>BUDGETED</b>	<b>ESTIMATED ACTUAL</b>
a. \$2,000 restricted Title I supplies and travel	a. \$5,966 unrestricted LCFF travel
b. No additional costs	b. No additional costs

ANALYSIS

**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. Food and refreshments were provided to all families and students. Local community resources 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 implementation of the actions/services to achieve the articulated goal.

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

In terms of community engagement the efforts above have resulted in strengthened partnerships with a multitude of agencies working to support the students in VCOE schools. In terms of increasing parental involvement, much work remains to be done. While the efforts noted above resulted in increased parental participation in school events, participation on policy level committees impacting school practices remains too low. The goal of increasing parental involvement, especially in school site council and like committees will remain in place and will be supported by robust actions and services.

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.

In order to address the ongoing challenges associated with the need to increase parental involvement, VCOE will alter the metric so that future involvement will also now include community members as well as parents in measuring Goal 3. These adjustments can be found in the LCAP section of Goal 3 – Expected Annual Measurable Outcomes (page 70)

## 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  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

1. Number of failed placements, defined as students who dropout or return to district after failing to remediate credits, will decrease from 10 students to 9 or few (5,8,9)
2. In order to increase attendance at Gateway Community School 100% of expelled youth will be provided transportation to and from home (1,5,8,9)
3. Socio-Emotional and rehabilitative Counseling Services provided to expelled youth through community based agencies will be increased by 2% from prior year (5,6,9)
4. Increase student reading levels by 5% and math levels by 3% as measured by the STAR Reading and Math pre and post assessment and for students in special education increase in student achievement in Reading and math will be assessed and identified through pre and post-tests, and progress towards yearly IEP goals.(1,8,9)

#### ACTUAL

1. Number of failed placements, defined as students who dropout or return to district after failing to remediate credits, decreased from 10 students in the prior year to 5 students this school year. – **Outcome met**
2. In order to increase attendance at Gateway Community School 100% of expelled youth were provided transportation to and from home (1,5,8,9) – **Outcome met**
3. Socio-Emotional and rehabilitative counseling services provided to expelled youth through community based agencies was increased by 24.7% from prior year.– **Outcome met**
4. Individual student performance in reading and mathematics pre and post tests showed slight decreases from the initial assessment to the mid-year assessment. Special education students average scores increased by 1.1%. STAR Reading and Math pre and post assessments did not reach the targeted growth in Math or English. - **Outcome not met**

ACTIONS / SERVICES

Action **4.1**

Actions/Services	<p><b>PLANNED</b></p> <p>Social-emotional and rehabilitative Counseling Services will be provided to expelled students as appropriate. Counseling services contracts will be increased as needed.</p>	<p><b>ACTUAL</b></p> <p>Counseling service contracts were increased by 24.7% from the prior school year. These additional contracts resulted in increased offerings of individual counseling, drug and alcohol counseling, and positive choices counseling. Moreover, anger management group counseling was provided at no additional cost to students or VCOE.  <b>– Action taken/Service provided</b></p>
Expenditures	<p><b>BUDGETED</b></p> <p>No additional costs- expenditures in goal #2 action 1</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>No additional costs- expenditures in goal #2 action 1</p>

Action **4.2**

Actions/Services	<p><b>PLANNED</b></p> <p>Transportation will be provided to all expelled students attending Gateway Community School</p>	<p><b>ACTUAL</b></p> <p>Transportation was provided to all expelled students attending Gateway Community School - <b>Action taken/Service provided</b></p>
Expenditures	<p><b>BUDGETED</b></p> <p>\$170,000 unrestricted professional services</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>\$129,589 unrestricted LCFF services</p>

Action **4.3**

Actions/Services	<b>PLANNED</b> 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	<b>ACTUAL</b> VCOE maintained a full time transition specialist (support position) and, in fact, filled a previously vacant one as well. These 2 positions facilitated communication and collaboration among school districts, COE, and Ventura County Probation including implementation of the MOU with VCOE probation relating to AB2276 - <b>Action taken/Service provided</b>
	<b>BUDGETED</b> \$80,000 unrestricted salaries and benefits	<b>ESTIMATED ACTUAL</b> \$126,617 unrestricted LCFF salaries and benefits
Expenditures		

Action **4.4**

Actions/Services	<b>PLANNED</b> 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.	<b>ACTUAL</b> Actions and services detailed in Goal 1, actions 3 and 4, were used to support annual measurable outcome number 5 and 6 above for expelled youth.
	<b>BUDGETED</b> See Goal 1, actions 3,4	<b>ESTIMATED ACTUAL</b> See Goal 1, actions 3,4
Expenditures		

ANALYSIS

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 a full time transition specialist (support position)

and actually filled a second such position during the second semester. 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 evidenced as evidenced by the following outcomes having been met. First, the number of failed placements, decreased from 10 students to 5. Second, 100% of expelled youth were provided transportation to and from home, which we believe contributed significantly to the increased attendance rate. In addition, Socio-Emotional and rehabilitative Counseling Services provided to expelled youth through community based agencies was increased by 24.7% which we feel contributed to the reduced discipline referrals and suspensions experienced at Gateway. What is still needed, however, is an assessment of why student achievement on pre-post testing in reading and math actually showed slight decreases. The site leadership is engaged in that work this spring and amended actions and services will be included in this year's LCAP to support increased achievement on these assessments.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Less students needed transportation than expected.

Services to students transitioning either in or out of the court and community schools were increased by the 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 student pre-post assessments in reading and math, the goals, actions and services were augmented to support a more rigorous effort to increase student achievement on these two assessments. In particular, teachers and administrators stressed the need to augment consistency of test administration and ongoing communication with students regarding their performance levels and their relative progress between assessments. The changes can be found in the actions and services for goal 1 on page 36.

Also, based on feedback from local school district leaders, additional actions and services have been outlined for Goal 4, in order to work to make student transitions more timely and efficient. This change can be found in action 4.5 on pages 83-84.

## 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  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

- a. VCOE will continue to facilitate Foster Focus Data sharing system which will be accessible to 100% of all LEAs serving Foster Youth (10)
- b. Foster Youth Coordinator will continue to facilitate County Wide Meetings with School Districts to increase Collaboration and Coordinate services (10)
- c. Foster Youth Coordinator will continue to provide targeted and direct services to Foster Youth in Ventura County (10)
- d. 100% of Foster youth who qualify will have access to district approved AB216 graduation and partial credit policies and provisions, including the ability to graduate with 130 credits. (4,5,10)
- e. Foster youth students transfer rate will decrease by 2% from prior year (8,10)

#### ACTUAL

1. VCOE continued to facilitate Foster Focus Data sharing system which is now accessible to 100% of all LEAs serving Foster Youth (10) – **Outcome met**
2. Foster Youth Coordinator continued to facilitate County Wide Meetings with School Districts to increase Collaboration and Coordinate services (10) – **Outcome met**
3. Foster Youth Coordinator continued to provide targeted and direct services to Foster Youth in Ventura County (10) – The Foster Youth Services Coordinating Program, with the implementation of AB854, has transitioned from a direct service program to one that facilitates collaboration and coordination of services. The Coordinator provides ongoing collaboration and coordination of services for foster youth throughout the county. – **Outcome not met due to change in the law.**
4. 100% of Foster youth who qualify now have access to district approved AB216 graduation and partial credit policies and provisions, including the ability to graduate with 130 credits. (4,5,10) – Number of Foster graduates countywide and including AB216 was 48 - **Outcome met**
5. Foster youth students transfer rate was not able to be established. The CDE will be publishing school mobility data through Data Quest later this year.

6. A plan will be developed in collaboration with local school districts to transport Foster Youth to their school of residence (10)

6. A plan was developed in collaboration with local school districts to transport Foster Youth to their school of residence and an MOU is now in place between districts, VC Human Services Agency and VC Probation. – **Outcome met**

ACTIONS / SERVICES

Action **5.1**

Actions/Services	<p><b>PLANNED</b></p> <p>VCOE will maintain a foster youth liaison (support position) to ensure student files, records and transcripts follow the students from school to school, and ensure the students are enrolled in the correct academic subjects. This liaison will also provide direct services to foster youth to ensure students who qualify have access to AB216 requirements</p>	<p><b>ACTUAL</b></p> <p>VCOE maintained a 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. This liaison also facilitated services to foster youth to ensure students who qualify have access to AB216 requirements – <b>Outcome met</b></p>
Expenditures	<p><b>BUDGETED</b></p> <p>Expense included in goal 1 action #7</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>Expense included in goal 1 action #7</p>

ACTIONS / SERVICES

Action **5.2**

Actions/Services	<p><b>PLANNED</b></p> <p>Increased communication and collaboration through:</p>	<p><b>ACTUAL</b></p> <p>VCOE Increased communication and collaboration through:</p>
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Expenditures

<ul style="list-style-type: none"> <li>a. VCOE school representation at the County quarterly foster youth meetings</li> <li>b. Facilitation of county-wide Foster Youth Meeting provided for all VC LEA's</li> <li>c. Providing supplies and copies for meetings</li> <li>d. Facilitating relevant professional development such as trauma informed care</li> </ul>	<ul style="list-style-type: none"> <li>a. VCOE school representation at the County quarterly Foster Youth Executive Advisory Council meetings.</li> <li>b. Facilitation of county-wide Foster Youth Executive Advisory Council Meeting provided for all VC LEA's</li> <li>c. Providing supplies and copies for meetings</li> <li>d. Facilitating relevant professional development such as trauma informed care</li> </ul> <p>- <b>All actions taken/Services provided</b></p>
<p><b>BUDGETED</b></p> <ul style="list-style-type: none"> <li>a. \$500 restricted state funds, travel</li> <li>b. \$500 restricted state funds, travel</li> <li>c. \$500 restricted state funds, supplies</li> <li>d. \$2,000 restricted state funds, travel and professional services</li> </ul>	<p><b>ESTIMATED ACTUAL</b></p> <ul style="list-style-type: none"> <li>a. \$7,174 restricted state funds travel</li> <li>b. included in line 5.2(a)</li> <li>c. \$6,063 restricted state funds supplies</li> <li>d. \$8,622 restricted state funds services</li> </ul>

ACTIONS / SERVICES

Action **5.3**

Actions/Services

<p><b>PLANNED</b></p> <p>VCOE will work collaboratively with local school districts to implement the plan developed in the prior year to transport Foster Youth to their respective schools of origin in a more consistent manner</p>	<p><b>ACTUAL</b></p> <p>VCOE worked collaboratively with local school districts to develop and implement the plan to transport Foster Youth to their respective schools of origin in a more consistent manner. MOU is now in place.</p> <p><b>Action taken/Service provided</b></p>
<p><b>BUDGETED</b></p> <p>\$2,000 - restricted state funds, supplies</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>\$3,015 restricted state funds, supplies</p>

Expenditures

ANALYSIS

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Goal 5 Stated, "VCOE will provide Ventura County Foster Youth with access to stable school environments and accessible academic programs/and social emotional support or trauma informed care"

The most important service VCOE provided to support this effort was maintaining a 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. This liaison also facilitated services to foster youth to ensure students who qualify have access to AB216 requirements. In addition, funding allowed for a second Foster Youth Liaison which allowed VCOE to pursue more long term goals through collaborative partnerships. 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 develop and implement the plan to transport Foster Youth to their respective schools of origin in a more consistent manner. MOU is now in place.

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 development of an MOU dealing with new transportation requirements under ESSA that VCOE was able to facilitate among all local school districts, VC Probation and VC Human Services Agency.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Supplies and travel expenses were slightly 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.

Changes in Foster Youth guidelines which detail that County Offices of Education are not responsible for providing direct services to Foster Youth, but rather, are now expected to facilitate and coordinate services among county wide schools and districts will result in elimination of such direct services as tutoring, which now will be under the auspices of local districts. Instead, VCOE's efforts will be aimed at facilitating and coordinating efforts as is now required. Changes can be seen in the LCAP actions and services in support of Goal 5. In addition, due to the additional work in this area represented by efforts to coordinate transportation and data sharing among the county's k-12 school districts, a third Foster Youth Liaison is being added to the staff for the 2017-18 school year.

# Stakeholder Engagement

LCAP Year  2017–18  2018–19  2019–20

## INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

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 2017-18 LCAP and the 2016-17 Annual Update. This work drives our stakeholder engagement efforts in order to receive the input and perspective necessary to ensure our 2017-18 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 strong intention of VCOE to collect LCAP input from all stakeholder groups including parents, teachers, 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. 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.

The Ventura County Board of Education (VCBE) was provided monthly reports on the development of the LCAP beginning in April 2017.

### Parent Involvement

- Back to School Night Gateway 5/11/17
- Foster Family Meetings and Trainings – 9/22/16, 11/17/16, 1/26/17, 3/23/17, 5/25/17

### Community Involvement

- Community Corrections Partnership Meeting - 7/20/16, 11/2/16, 5/17/17
- Ventura County Workforce Development Board Meeting - 8/3/16, 8/25/16, 10/5/16, 11/2/16, 2/23/17, 3/1/17, 4/5/17, 4/27/17, 6/8/17
- Juvenile Detention Alternatives Initiative Meeting – 6/3/16, 7/14/16, 11/8/16, 1/18/17, 3/13/17, 5/16/17
- Juvenile Justice Coordinating Council – 6/9/16, 9/15/16, 9/21/16
- Email to all community partners requesting they complete the online survey – 4/25/17, 5/4/17

## Staff Involvement

- An email campaign was used to encourage all VCOE staff to participate in the development of the LCAP
- Staff meetings at all school sites
- Online Survey
- Consultation meetings with Unions
- Representation on VCOE LCAP Meeting
- Student Services Branch Meetings – Monthly
- Special Education Principal Meetings - Monthly

## Student Involvement

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

## Data Results - Survey Responses by Stakeholder category:

- # Parents – 116
- # Teachers – 131
- # Classified – 211
- # Administration – 34
- # Students – 99
- # Community Members - 57
- # Partners – 9
- # Vendors -2
- Total Survey Responses - 659 (up by 13 from last year)

## Projected Timeline

- Data Collection: July 2016 – May 2017
- LCAP updates and Draft Reports to VCBE April and May 2017
- Public Hearing June 19, 2017
- Superintendent written responses to stakeholders June 2017

Final LCAP Approved by VCBE: June 26, 2017

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 2016-17 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 2016-17 LCAP in in A of 2016 and a Draft was provided in May. On June 20 a public hearing was held to share progress made on all goals and newly developed or revised goals based on the analysis of the data.
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. VCOE Senior Management traveled to each local school district in the county to obtain feedback on the services provided by VCOE including special education, court and community schools and services to special populations.
11. In addition, information was solicited from all VCOE stakeholders via an online and paper version survey. This survey was posted on the VCOE main website along with links to data and other pertinent information to help inform their decision. This information was also sent out via social media, specifically using Facebook and Twitter.

## 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 2015-16 LCAP, VCOE central office administration, site administrators, teachers and other employees were all informed of the goals, actions and services and were involved in the process from day one. The following actions detail this dynamic:

1. The need to simplify the LCAP by combining items and reducing repetitiveness.
2. The continued need for creative strategies for increasing parental involvement.
3. The need for increased behavioral support. Including CHAMP a Positive Behavior Intervention System.
4. A need for Professional Development in Project Based Learning
5. The need for continued training in Trauma Informed Care and Restorative Practices was expressed.
6. The need to make the Student Attendance Review Board more consistent and restorative.
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 for improved nutritional services to reflect higher quality offerings.
10. Support for moving away from 1 to 1 technology in favor of implementing classroom technology that supports these unique teaching and learning environments.
11. The need to accelerate efforts to improve attendance and reduce chronic absenteeism

# 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.

New

Modified

Unchanged

### 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  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

[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 first year of implementation 78% of test takers passed their respective test. This percentage needs to be increased.

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.

There is an ongoing need to minimize the number of students who represent failed placements (3 in 2016-17), defined as students who dropout or return to district after failing to remediate credits

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 the Next Generation 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 English Language Development 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 MEASURABLE 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 instructional materials	100% students will have access to standards aligned instructional materials
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	Failed Placements decrease from 2 to 1	There will be no Failed Placements
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 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 78% to 80% or more	Increase by 2% by from 80% to 82% or more	Increase by 2% by from 82% to 84% or more
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

Action **1.1**

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

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**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  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

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

**2018-19**

New  Modified  Unchanged

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

- a. Adopting and implementing standards- aligned instructional materials in Social Science
- b. Ensuring all courses are aligned to CA State Standards including social science courses
- c. No fewer than 20 teachers will receive Professional Development covering implementation of the California Social Science Standards

**2019-20**

New  Modified  Unchanged

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

- a. Adopting and implementing standards- aligned instructional materials in Science
- b. Ensuring all courses are aligned to CA State Standards including social science courses
- c. No fewer than 20 teachers will receive Professional Development covering implementation of the California 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.

- 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.

- 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**

**2017-18**

Amount	<ul style="list-style-type: none"> <li>a. \$40,000</li> <li>b. \$20,000</li> <li>c. \$20,000</li> <li>d. No additional costs</li> <li>e. No additional costs</li> </ul>
Source	<ul style="list-style-type: none"> <li>a. restricted state lottery</li> <li>b. restricted state lottery</li> <li>c. unrestricted LCFF</li> <li>d. No additional costs</li> <li>e. No additional costs</li> </ul>
Budget Reference	<ul style="list-style-type: none"> <li>a. supplies</li> <li>b. supplies</li> <li>c. services</li> <li>d. No additional costs</li> <li>e. No additional costs</li> </ul>

**2018-19**

Amount	<ul style="list-style-type: none"> <li>a. \$40,000</li> <li>b. \$20,000</li> <li>c. \$20,000</li> <li>d. No additional costs</li> <li>e. No additional costs</li> </ul>
Source	<ul style="list-style-type: none"> <li>a. restricted state lottery</li> <li>b. restricted state lottery</li> <li>c. unrestricted LCFF</li> <li>d. No additional costs</li> <li>e. No additional costs</li> </ul>
Budget Reference	<ul style="list-style-type: none"> <li>a. supplies</li> <li>b. supplies</li> <li>c. services</li> <li>d. No additional costs</li> <li>e. No additional costs</li> </ul>

**2019-20**

Amount	<ul style="list-style-type: none"> <li>a. \$40,000</li> <li>b. \$20,000</li> <li>c. \$20,000</li> <li>d. No additional costs</li> <li>e. No additional costs</li> </ul>
Source	<ul style="list-style-type: none"> <li>a. restricted state lottery</li> <li>b. restricted state lottery</li> <li>c. unrestricted LCFF</li> <li>d. No additional costs</li> <li>e. No additional costs</li> </ul>
Budget Reference	<ul style="list-style-type: none"> <li>a. supplies</li> <li>b. supplies</li> <li>c. services</li> <li>d. No additional costs</li> <li>e. No additional costs</li> </ul>

Action **1.2**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**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  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: Gateway, Triton & Phoenix  Specific Grade spans: 9-12

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

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
- 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

**2018-19**

New  Modified  Unchanged

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

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

**2019-20**

New  Modified  Unchanged

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

- a. Counselor will meet with no less than 100% of students for college and career planning. Expense represents 18% 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 40 students will be

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

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

provided with LI, EL and Foster Youth receiving priority enrollment.

**BUDGETED EXPENDITURES**

**2017-18**

**2018-19**

**2019-20**

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

**Source**  
a. unrestricted LCFF  
b. No additional cost  
c. unrestricted LCFF

**Budget Reference**  
a. salary and benefits  
b. No additional cost  
c. salary and benefits

**Amount**  
a. \$22,000  
b. No additional cost  
c. \$22,000

**Source**  
a. unrestricted LCFF  
b. No additional cost  
c. unrestricted LCFF

**Budget Reference**  
a. salary and benefits  
b. No additional cost  
c. salary and benefits

**Amount**  
a. \$28,000  
b. No additional cost  
c. \$24,000

**Source**  
a. unrestricted LCFF  
b. No additional cost  
c. unrestricted LCFF

**Budget Reference**  
a. salary and benefits  
b. No additional cost  
c. salary and benefits

**Action 1.3**

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**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  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: Gateway, Providence Phoenix, Triton  Specific Grade spans: 9-12

ACTIONS/SERVICES

**2017-18**

New    Modified    Unchanged

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 Canvass software programs
- b. Independent Studies
- c. Adult Education Enrollment
- d. Community College Enrollment
- e. Evening Classes at VC Career Education Center

**2018-19**

New    Modified    Unchanged

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 Canvass software programs
- b. Independent Studies
- c. Adult Education Enrollment
- d. Community College Enrollment
- e. Evening Classes at VC Career Education Center

**2019-20**

New    Modified    Unchanged

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 Canvass software programs
- b. Independent Studies
- c. Adult Education Enrollment
- d. Community College Enrollment
- e. Evening classes at VC Career Education Center

BUDGETED EXPENDITURES

**2017-18**

Amount	<ul style="list-style-type: none"> <li>a. \$22,000</li> <li>b. No additional cost</li> <li>c. No additional cost</li> <li>d. No additional cost</li> <li>e. No additional cost</li> </ul>
Source	<ul style="list-style-type: none"> <li>a. Unrestricted LCFF</li> <li>b. No additional cost</li> <li>c. No additional cost</li> <li>d. No additional cost</li> <li>e. No additional cost</li> </ul>
Budget Reference	<ul style="list-style-type: none"> <li>a. Services</li> <li>b. No additional cost</li> <li>c. No additional cost</li> <li>d. No additional cost</li> <li>e. No additional cost</li> </ul>

**2018-19**

Amount	<ul style="list-style-type: none"> <li>a. \$23,000</li> <li>b. No additional cost</li> <li>c. No additional cost</li> <li>d. No additional cost</li> <li>e. No additional cost</li> </ul>
Source	<ul style="list-style-type: none"> <li>a. Unrestricted LCFF</li> <li>b. No additional cost</li> <li>c. No additional cost</li> <li>d. No additional cost</li> <li>e. No additional cost</li> </ul>
Budget Reference	<ul style="list-style-type: none"> <li>a. Services</li> <li>b. No additional cost</li> <li>c. No additional cost</li> <li>d. No additional cost</li> <li>e. No additional cost</li> </ul>

**2019-20**

Amount	<ul style="list-style-type: none"> <li>a. \$24,000</li> <li>b. No additional cost</li> <li>c. No additional cost</li> <li>d. No additional cost</li> <li>e. No additional cost</li> </ul>
Source	<ul style="list-style-type: none"> <li>a. Unrestricted LCFF</li> <li>b. No additional cost</li> <li>c. No additional cost</li> <li>d. No additional cost</li> <li>e. No additional cost</li> </ul>
Budget Reference	<ul style="list-style-type: none"> <li>a. Services</li> <li>b. No additional cost</li> <li>c. No additional cost</li> <li>d. No additional cost</li> <li>e. No additional cost</li> </ul>

Action **1.4**

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input checked="" type="checkbox"/> Specific Schools: Gateway, Providence	<input type="checkbox"/> Specific Grade spans: 9-12 _____

ACTIONS/SERVICES

**2017-18**

**2018-19**

**2019-20**

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
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	High School Equivalency test preparation and administration a. Maintain sufficient staffing to administer HiSet b. Test preparation materials provided to students and provide staff training	High School Equivalency test preparation and administration a. Maintain sufficient staffing to administer HiSet b. Test preparation materials provided to students and provide staff training

BUDGETED EXPENDITURES

**2017-18**

**2018-19**

**2019-20**

<b>Amount</b>	a. \$42,944 b. \$1,200	<b>Amount</b>	a. \$46,000 b. \$1,200	<b>Amount</b>	a. \$49,000 b. \$1,200
<b>Source</b>	a. Unrestricted LCFF b. Unrestricted LCFF	<b>Source</b>	a. Unrestricted LCFF b. Unrestricted LCFF	<b>Source</b>	a. Unrestricted LCFF b. Unrestricted LCFF

Budget Reference

- a. Salaries and benefits
- b. Supplies

Budget Reference

- a. Salaries and benefits
- b. Supplies

Budget Reference

- a. Salaries and benefits
- b. Supplies

## Action 1.5

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

Students to be Served

- All     Students with Disabilities     [Specific Student Group(s)] \_\_\_\_\_

Location(s)

- All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: 6-12

**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     Schoolwide    **OR**     Limited to Unduplicated Student Group(s)

Location(s)

- All schools (b and c)     Specific Schools: Gateway (a)     Specific Grade spans: \_\_\_\_\_

### ACTIONS/SERVICES

#### 2017-18

- New     Modified     Unchanged

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).
- b. Adopt and implement curriculum and supplement instructional materials appropriate for long term English learners

#### 2018-19

- New     Modified     Unchanged

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).
- b. Adopt and implement curriculum and supplement instructional materials appropriate for long term English learners
- c. Professional Development in English Language Development (ELD)

#### 2019-20

- New     Modified     Unchanged

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).
- b. Adopt and implement curriculum and supplement instructional materials appropriate for long term English learners
- c. Professional Development in English Language Development (ELD) Standards and ELD teaching strategies

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

Standards and ELD teaching strategies

**BUDGETED EXPENDITURES**

**2017-18**

**2018-19**

**2019-20**

Amount

- a. \$19,526
- b. \$2,000
- c. \$8,000

Amount

- a. \$22,000
- b. \$2,000
- c. \$8,000

Amount

- a. \$24,000
- b. \$2,000
- c. \$8,000

Source

- a. Unrestricted LCFF
- b. Restricted state lottery
- c. Unrestricted LCFF

Source

- a. Unrestricted LCFF
- b. Restricted state lottery
- c. Unrestricted LCFF

Source

- a. Unrestricted LCFF
- b. Restricted state lottery
- c. Unrestricted LCFF

Budget Reference

- a. Salaries and benefits
- b. Supplies
- c. Services

Budget Reference

- a. Salaries and benefits
- b. Supplies
- c. Services

Budget Reference

- a. Salaries and benefits
- b. Supplies
- c. Services

**Action 1.6**

Students to be Served

- All
- Students with Disabilities
- [Specific Student Group(s)] \_\_\_\_\_

Location(s)

- All schools
- Specific Schools: \_\_\_\_\_
- Specific Grade spans: 9-12 \_\_\_\_\_

**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
- Schoolwide
- OR**
- Limited to Unduplicated Student Group(s)

Location(s)

- All schools
- Specific Schools: \_\_\_\_\_
- Specific Grade spans: \_\_\_\_\_

**ACTIONS/SERVICES**

**2017-18**

**2018-19**

**2019-20**

- New
- Modified
- Unchanged

- New
- Modified
- Unchanged

- New
- Modified
- Unchanged

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

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

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

**BUDGETED EXPENDITURES**

**2017-18**

Amount	\$135,000
Source	State restricted
Budget Reference	Salary and benefits

**2018-19**

Amount	\$138,000
Source	State restricted
Budget Reference	Salary and benefits

**2019-20**

Amount	\$143,000
Source	State restricted
Budget Reference	Salary and benefits

Action **1.7**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

**2017-18** New  Modified  Unchanged

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** New  Modified  Unchanged

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** New  Modified  Unchanged

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****2017-18****Amount**

No additional cost

**Source**

No additional cost

**Budget Reference**

No additional cost

**2018-19****Amount**

No additional cost

**Source**

No additional cost

**Budget Reference**

No additional cost

**2019-20****Amount**

No additional cost

**Source**

No additional cost

**Budget Reference**

No additional cost

New

Modified

Unchanged

## 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  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

[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 of buses during the transportation of students.

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 - 2016-2017 96.38%

Gateway Community School - 2016-2017 76.15%

Special Education Schools - 2016-2017 87.43%

Student referral data evidence that there is a need for increased deterrents and support for dealing with substance abuse.

EXPECTED ANNUAL MEASURABLE 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	Decrease by 10% from prior year from 296 to 266	Decrease by 10% from prior year from 266 to 239
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 51 to 48	Decrease by 2% from prior year from 48 to 45
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 3% from 41.2% to 38.2% or less prior year	Decrease by 3% from 38.2% to 35.2% or less prior year
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	Contracts will be increased by 3% from the prior year	Contracts will be increased by 3% from the prior year

Action **2.1**

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

Students to be Served     All     Students with Disabilities     [Specific Student Group(s)] \_\_\_\_\_

Location(s)     All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

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     Schoolwide    OR     Limited to Unduplicated Student Group(s)

Location(s)     All schools     Specific Schools: Gateway, Phoenix, Triton, Foster & Providence     Specific Grades: \_\_\_\_\_

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

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 fulltime position for Restorative Justice Resource Teacher

**2018-19**

New  Modified  Unchanged

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 fulltime position for Restorative Justice Resource Teacher

**2019-20**

New  Modified  Unchanged

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 fulltime position for Restorative Justice Resource Teacher

BUDGETED EXPENDITURES

**2017-18**

Amount	a. \$80,000
	b. \$2,400
	c. \$1,200
	d. \$126,042
Source	a. Unrestricted LCFF
	b. Unrestricted LCFF
	c. Unrestricted LCFF
	d. Unrestricted LCFF
Budget Reference	a. Services
	b. Services
	c. Services
	d. Salary and benefits

**2018-19**

Amount	a. \$80,000
	b. \$3,000
	c. \$1,200
	d. \$126,042
Source	a. Unrestricted LCFF
	b. Unrestricted LCFF
	c. Unrestricted LCFF
	d. Unrestricted LCFF
Budget Reference	a. Services
	b. Services
	c. Services
	d. Salary and benefits

**2019-20**

Amount	a. \$80,000
	b. \$3,500
	c. \$1,200
	d. \$126,042
Source	a. Unrestricted LCFF
	b. Unrestricted LCFF
	c. Unrestricted LCFF
	d. Unrestricted LCFF
Budget Reference	a. Services
	b. Services
	c. Services
	d. Salary and benefits

Action **2.2**

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

<u>Students to be Served</u>	All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools <input checked="" type="checkbox"/> Specific Schools: <u>Gateway, Providence, Phoenix &amp; Triton</u> <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

**2017-18**

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
VCOE will work to increase School Safety by:
a. Providing a full time Ventura County Probation Officer at Gateway
b. Contract with locally approved vendor for no less than two inspections per month at Gateway and Phoenix
c. Providing bus aides in support of safety at Gateway
d. Investing in Professional Development and materials in support CHAMPS Positive Behavioral Supports and NCPI in all VCOE Schools

**2018-19**

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
VCOE will work to increase School Safety by:
a. Providing a full time Ventura County Probation Officer at Gateway
b. Contract with locally approved vendor for no less than two inspections per month at Gateway and Phoenix
c. Providing bus aides in support of safety at Gateway
d. Investing in Professional Development and materials in

**2019-20**

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
VCOE will work to increase School Safety by:
a. Providing a full time Ventura County Probation Officer at Gateway
b. Contract with locally approved vendor for no less than two inspections per month at Gateway and Phoenix
c. Providing bus aides in support of safety at Gateway
d. Investing in Professional Development and materials in support CHAMPS Positive

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

support CHAMPS Positive Behavioral Supports and NCPI in all VCOE Schools

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

Behavioral Supports and NCPI in all VCOE Schools

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

**BUDGETED EXPENDITURES**

**2017-18**

<b>Amount</b>	<ul style="list-style-type: none"> <li>a. \$100,000</li> <li>b. \$5,000</li> <li>c. \$9,000</li> <li>d. \$5,000</li> <li>e. \$60,000</li> </ul>
<b>Source</b>	<ul style="list-style-type: none"> <li>a. Unrestricted LCFF</li> <li>b. Unrestricted LCFF</li> <li>c. Unrestricted LCFF</li> <li>d. Unrestricted LCFF</li> <li>e. Unrestricted LCFF</li> </ul>
<b>Budget Reference</b>	<ul style="list-style-type: none"> <li>a. Services</li> <li>b. Services</li> <li>c. Salaries and benefits</li> <li>d. Services</li> <li>e. Salaries and benefits</li> </ul>

**2018-19**

<b>Amount</b>	<ul style="list-style-type: none"> <li>a. \$102,000</li> <li>b. \$5,000</li> <li>c. \$11,000</li> <li>d. \$5,000</li> <li>e. \$63,000</li> </ul>
<b>Source</b>	<ul style="list-style-type: none"> <li>a. Unrestricted LCFF</li> <li>b. Unrestricted LCFF</li> <li>c. Unrestricted LCFF</li> <li>d. Unrestricted LCFF</li> <li>e. Unrestricted LCFF</li> </ul>
<b>Budget Reference</b>	<ul style="list-style-type: none"> <li>a. Services</li> <li>b. Services</li> <li>c. Salaries and benefits</li> <li>d. Services</li> <li>e. Salaries and benefits</li> </ul>

**2019-20**

<b>Amount</b>	<ul style="list-style-type: none"> <li>a. \$104,000</li> <li>b. \$5,000</li> <li>c. \$13,000</li> <li>d. \$5,000</li> <li>e. \$66,000</li> </ul>
<b>Source</b>	<ul style="list-style-type: none"> <li>a. Unrestricted LCFF</li> <li>b. Unrestricted LCFF</li> <li>c. Unrestricted LCFF</li> <li>d. Unrestricted LCFF</li> <li>e. Unrestricted LCFF</li> </ul>
<b>Budget Reference</b>	<ul style="list-style-type: none"> <li>a. Services</li> <li>b. Services</li> <li>c. Salaries and benefits</li> <li>d. Services</li> <li>e. Salaries and benefits</li> </ul>

Action **2.3**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input checked="" type="checkbox"/> Specific Schools: <u>Gateway, Providence, Phoenix &amp; Triton</u>	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

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

**2018-19**

New  Modified  Unchanged

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

**2019-20**

New  Modified  Unchanged

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

a. Maintain full time Counselor at Gateway Community School

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

**BUDGETED EXPENDITURES**

**2017-18**

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

**Source** a. Unrestricted LCFF  
b. Unrestricted LCFF

**Budget Reference** a. Salaries and benefits  
b. Salaries and benefits

**2018-19**

**Amount** a. \$138,000  
b. \$100,000

**Source** a. Unrestricted LCFF  
b. Unrestricted LCFF

**Budget Reference** a. Salaries and benefits  
b. Salaries and benefits

**2019-20**

**Amount** a. \$143,000  
b. \$103,000

**Source** a. Unrestricted LCFF  
b. Unrestricted LCFF

**Budget Reference** a. Salaries and benefits  
b. Salaries and benefits

Action **2.4**

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

**Students to be Served**  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

**Location(s)**  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**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  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

**Location(s)**  All schools  Specific Schools: Gateway, Phoenix, Providence  Specific Grade spans: \_\_\_\_\_

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

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:

**2018-19**

New  Modified  Unchanged

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:

**2019-20**

New  Modified  Unchanged

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:

<ul style="list-style-type: none"> <li>a. Lunch and afterschool activities</li> <li>b. Opportunities for Service Learning and volunteering</li> <li>c. Culturally relevant guest speakers on person motivation and career readiness</li> <li>d. Field trips to universities, museums and other educational venues</li> <li>e. Purchase of student incentives, awards and materials and supplies to honor student accomplishments</li> <li>f. Instructional materials and technology to support high interest student projects</li> </ul>	<p>absenteeism. The program may include Pro Social activities such as:</p> <ul style="list-style-type: none"> <li>a. Lunch and afterschool activities</li> <li>b. Opportunities for Service Learning and volunteering</li> <li>c. Culturally relevant guest speakers on person motivation and career readiness</li> <li>d. Field trips to universities, museums and other educational venues</li> <li>e. Purchase of student incentives, awards and materials and supplies to honor student accomplishments</li> <li>f. Instructional materials and technology to support high interest student projects</li> </ul>	<ul style="list-style-type: none"> <li>a. Lunch and afterschool activities</li> <li>b. Opportunities for Service Learning and volunteering</li> <li>c. Culturally relevant guest speakers on person motivation and career readiness</li> <li>d. Field trips to universities, museums and other educational venues</li> <li>e. Purchase of student incentives, awards and materials and supplies to honor student accomplishments</li> <li>f. Instructional materials and technology to support high interest student projects</li> </ul>
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**BUDGETED EXPENDITURES**

**2017-18**

Amount	<ul style="list-style-type: none"> <li>a. \$2,000</li> <li>b. \$2,000</li> <li>c. \$2,000</li> <li>d. \$2,000</li> <li>e. \$2,000</li> <li>f. \$2,000</li> </ul>
Source	<ul style="list-style-type: none"> <li>a. Restricted state, LCFF</li> <li>b. Restricted state, LCFF</li> <li>c. Restricted state, LCFF</li> <li>d. Restricted state, LCFF</li> <li>e. Restricted state, LCFF</li> <li>f. Restricted state, LCFF</li> </ul>
Budget Reference	<ul style="list-style-type: none"> <li>a. supplies</li> <li>b. supplies</li> <li>c. services</li> <li>d. services</li> </ul>

**2018-19**

Amount	<ul style="list-style-type: none"> <li>a. \$2,000</li> <li>b. \$2,000</li> <li>c. \$2,000</li> <li>d. \$2,000</li> <li>e. \$2,000</li> <li>f. \$2,000</li> </ul>
Source	<ul style="list-style-type: none"> <li>a. Restricted state, LCFF</li> <li>b. Restricted state, LCFF</li> <li>c. Restricted state, LCFF</li> <li>d. Restricted state, LCFF</li> <li>e. Restricted state, LCFF</li> <li>f. Restricted state, LCFF</li> </ul>
Budget Reference	<ul style="list-style-type: none"> <li>a. supplies</li> <li>b. supplies</li> <li>c. services</li> <li>d. services</li> </ul>

**2019-20**

Amount	<ul style="list-style-type: none"> <li>a. \$2,000</li> <li>b. \$2,000</li> <li>c. \$2,000</li> <li>d. \$2,000</li> <li>e. \$2,000</li> <li>f. \$2,000</li> </ul>
Source	<ul style="list-style-type: none"> <li>a. Restricted state, LCFF</li> <li>b. Restricted state, LCFF</li> <li>c. Restricted state, LCFF</li> <li>d. Restricted state, LCFF</li> <li>e. Restricted state, LCFF</li> <li>f. Restricted state, LCFF</li> </ul>
Budget Reference	<ul style="list-style-type: none"> <li>a. supplies</li> <li>b. supplies</li> <li>c. services</li> <li>d. services</li> </ul>

e. supplies  
f. supplies

e. supplies  
f. supplies

e. supplies  
f. supplies

## Action 2.5

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

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools  Specific Schools: Penfield, Phoenix Airport, Triton Academy, Moorpark ACCESS, Moorpark Career Education /center  Specific Grade spans: \_\_\_\_\_

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  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

### ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

Maintain facilities in good repair.

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

**2018-19**

New  Modified  Unchanged

Maintain facilities in good repair.

Projects to be identified and listed in the future

**2019-20**

New  Modified  Unchanged

Maintain facilities in good repair.

Projects to be identified and listed in the future

**BUDGETED EXPENDITURES**

**2017-18**

**2018-19**

**2019-20**

<b>Amount</b>	a. \$40,000 b. \$40,000 c. \$300,000	<b>Amount</b>	To be determined	<b>Amount</b>	To be determined
<b>Source</b>	a. Unrestricted LCFF b. Unrestricted LCFF c. Unrestricted LCFF	<b>Source</b>	Unrestricted LCFF	<b>Source</b>	Unrestricted LCFF
<b>Budget Reference</b>	d. Services e. Services f. Capital outlay	<b>Budget Reference</b>	To be determined	<b>Budget Reference</b>	To be determined

Action **2.6**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s) All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**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  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

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.

**2018-19**

New  Modified  Unchanged

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.

**2019-20**

New  Modified  Unchanged

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**

**2017-18**

Amount

Expense included in goal one, action #7

Source

Expense included in goal one, action #7

Budget Reference

Expense included in goal one, action #7

**2018-19**

Amount

Expense included in goal one, action #7

Source

Expense included in goal one, action #7

Budget Reference

Expense included in goal one, action #7

**2019-20**

Amount

Expense included in goal one, action #7

Source

Expense included in goal one, action #7

Budget Reference

Expense included in goal one, action #7

New                       Modified                       Unchanged

# 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  1    2    3    4    5    6    7    8  
COE    9    10  
LOCAL \_\_\_\_\_

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 Stakeholder engagement provided strong feedback that the relationship among local school districts and public agencies

EXPECTED ANNUAL MEASURABLE 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 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

Action **3.1**

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

Students to be Served     All     Students with Disabilities     [Specific Student Group(s)] \_\_\_\_\_

Location(s)     All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

**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     Schoolwide    **OR**     Limited to Unduplicated Student Group(s)

Location(s)

All schools

Specific Schools: \_\_\_\_\_

Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

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

**2018-19**

New  Modified  Unchanged

Enhanced outreach to parents through:

- a. Maintain 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

**2019-20**

New  Modified  Unchanged

Enhanced outreach to parents through:

- a. Maintain 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

BUDGETED EXPENDITURES

**2017-18**

Amount

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

Source

- a. Unrestricted LCFF
- b. Unrestricted LCFF
- c. Unrestricted LCFF

Budget Reference

- a. Services
- b. Salary and benefits
- c. Services

**2018-19**

Amount

- b. \$500
- b. \$43,000
- c. \$10,000

Source

- b. Unrestricted LCFF
- b. Unrestricted LCFF
- c. Unrestricted LCFF

Budget Reference

- a. Services
- b. Salary and benefits
- c. Services

**2019-20**

Amount

- c. \$500
- b. \$47,000
- c. \$10,000

Source

- c. Unrestricted LCFF
- b. Unrestricted LCFF
- c. Unrestricted LCFF

Budget Reference

- a. Services
- b. Salary and benefits
- c. Services

Action **3.2**

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

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**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  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)

All schools  Specific Schools: Gateway \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

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

**2018-19**

New  Modified  Unchanged

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

**2019-20**

New  Modified  Unchanged

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

BUDGETED EXPENDITURES

**2017-18**

Amount

\$5,000

Source

Unrestricted LCFF

Budget Reference

Supplies and services

**2018-19**

Amount

\$5,000

Source

Unrestricted LCFF

Budget Reference

Supplies and services

**2019-20**

Amount

\$5,000

Source

Unrestricted LCFF

Budget Reference

Supplies and services

Action **3.3**

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

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**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  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

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.
- d. Students in need of individual and family services will be identified by the counseling staff and prioritized for access to community services on campus during, and after school.
- c. Referrals will be made to appropriate community-based agencies in support of students and families on an as needed basis.

**2018-19**

New  Modified  Unchanged

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.

**2019-20**

New  Modified  Unchanged

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.
- d. Students in need of individual and family services will be identified by the counseling staff and prioritized for access to community services on campus during, and after school.
- c. Referrals will be made to appropriate community based agencies in support of students and families on an as needed basis.

**BUDGETED EXPENDITURES**

**2017-18**

**2018-19**

**2019-20**

**Amount**  
a. \$37,000  
b. \$2,000  
c. \$2,000

**Source**  
a. Unrestricted LCFF  
b. Unrestricted LCFF  
c. Unrestricted LCFF

**Budget Reference**  
a. salaries and benefits  
b. salaries and benefits  
c. salaries and benefits

**Amount**  
a. \$40,000  
b. \$2,000  
c. \$2,000

**Source**  
a. Unrestricted LCFF  
b. Unrestricted LCFF  
c. Unrestricted LCFF

**Budget Reference**  
a. salaries and benefits  
b. salaries and benefits  
c. salaries and benefits

**Amount**  
a. \$43,000  
b. \$2,000  
c. \$2,000

**Source**  
a. Unrestricted LCFF  
b. Unrestricted LCFF  
c. Unrestricted LCFF

**Budget Reference**  
a. salaries and benefits  
b. salaries and benefits  
c. salaries and benefits

Action **3.4**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**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  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**ACTIONS/SERVICES**

**2017-18**

**2018-19**

**2019-20**

New  Modified  Unchanged

New  Modified  Unchanged

New  Modified  Unchanged

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

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

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**

**2017-18**

<b>Amount</b>	a. \$2,000 b. No additional cost
<b>Source</b>	a. Restricted state b. No additional cost
<b>Budget Reference</b>	a. Travel b. No additional cost

**2018-19**

<b>Amount</b>	a. \$2,000 b. No additional cost
<b>Source</b>	a. Restricted state b. No additional cost
<b>Budget Reference</b>	a. Travel b. No additional cost

**2019-20**

<b>Amount</b>	a. \$2,000 b. No additional cost
<b>Source</b>	a. Restricted state b. No additional cost
<b>Budget Reference</b>	a. Travel b. No additional cost

New
  Modified
  Unchanged

## 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  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

[Identified Need](#)

Stakeholder feedback suggested that VCOE needs to increase collaboration with the 20 school districts in order to ensure expelled students are admitted quickly, served appropriately and are well prepared to return to district.

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.

Historically, too many expelled students end up representing failed placements, (defined as those who drop out or return to district after failing to remediate credits). Although 2016-17 saw great progress reducing from 10 failed placements in 2015-16 to 3, the need to ensure minimal failed placements remains.

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 MEASURABLE 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 (718 to 733)	Number of sessions of Socio-Emotional and rehabilitative Counseling Services provided to expelled youth will be increased by 2% from prior year (733 to 748)

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	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
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Action **4.1**

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

<u>Students to be Served</u>	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide <b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools <input checked="" type="checkbox"/> Specific Schools: <u>Gateway</u> <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

**2017-18**

New     Modified     Unchanged

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

**2018-19**

New     Modified     Unchanged

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

**2019-20**

New     Modified     Unchanged

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

**BUDGETED EXPENDITURES**

**2017-18**

**2018-19**

**2019-20**

<b>Amount</b>	No additional costs- expenditures in goal #2 action 1	<b>Amount</b>	No additional costs- expenditures in goal #2 action 1	<b>Amount</b>	No additional costs- expenditures in goal #2 action 1
<b>Source</b>	No additional costs- expenditures in goal #2 action 1	<b>Source</b>	No additional costs- expenditures in goal #2 action 1	<b>Source</b>	No additional costs- expenditures in goal #2 action 1
<b>Budget Reference</b>	No additional costs- expenditures in goal #2 action 1	<b>Budget Reference</b>	No additional costs- expenditures in goal #2 action 1	<b>Budget Reference</b>	No additional costs- expenditures in goal #2 action 1

Action **4.2**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**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  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All schools  Specific Schools: Gateway  Specific Grade spans: \_\_\_\_\_

**ACTIONS/SERVICES**

**2017-18**

**2018-19**

**2019-20**

New  Modified  Unchanged

New  Modified  Unchanged

New  Modified  Unchanged

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**

**2017-18**

Amount	\$170,000
Source	Unrestricted LCFF
Budget Reference	Services

**2018-19**

Amount	\$170,000
Source	Unrestricted LCFF
Budget Reference	Services

**2019-20**

Amount	\$170,000
Source	Unrestricted LCFF
Budget Reference	Services

Action **4.3**

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

Students to be Served

All     Students with Disabilities     [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

**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     Schoolwide    **OR**     Limited to Unduplicated Student Group(s)

Location(s)

All schools     Specific Schools: Gateway & Providence     Specific Grade spans: 6-12

**ACTIONS/SERVICES**

**2017-18**

New     Modified     Unchanged

**2018-19**

New     Modified     Unchanged

**2019-20**

New     Modified     Unchanged

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

VCOE 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

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**BUDGETED EXPENDITURES**

**2017-18**

Amount	\$80,000
Source	Unrestricted LCFF
Budget Reference	Salary and benefits

**2018-19**

Amount	\$84,000
Source	Unrestricted LCFF
Budget Reference	Salary and benefits

**2019-20**

Amount	\$87,000
Source	Unrestricted LCFF
Budget Reference	Salary and benefits

Action **4.4**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input checked="" type="checkbox"/> [Specific Student Group(s)]Expelled Youth
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input checked="" type="checkbox"/> Specific Schools: <u>Gateway</u>	<input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

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 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 annual measurable outcome number 5 and 6 above for expelled youth.

**BUDGETED EXPENDITURES**

**2017-18**

Amount

See Goal 1, actions 3,4

Source

See Goal 1, actions 3,4

Budget Reference

See Goal 1, actions 3,4

**2018-19**

Amount

See Goal 1, actions 3,4

Source

See Goal 1, actions 3,4

Budget Reference

See Goal 1, actions 3,4

**2019-20**

Amount

See Goal 1, actions 3,4

Source

See Goal 1, actions 3,4

Budget Reference

See Goal 1, actions 3,4

Action **4.5**

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

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools  Specific Schools: Gateway  Specific Grade spans: \_\_\_\_\_

**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 Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**ACTIONS/SERVICES**

**2017-18**

New    Modified    Unchanged

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.

**2018-19**

New    Modified    Unchanged

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.

**2019-20**

New    Modified    Unchanged

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.

**BUDGETED EXPENDITURES**

**2017-18**

Amount

No additional cost

Source

No additional cost

Budget Reference

No additional cost

**2018-19**

Amount

No additional cost

Source

No additional cost

Budget Reference

No additional cost

**2019-20**

Amount

No additional cost

Source

No additional cost

Budget Reference

No additional cost

New                       Modified                       Unchanged

## Goal 5

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

[State and/or Local Priorities Addressed by this goal:](#)

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

[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 MEASURABLE 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	Accessible to 100% of all LEAs	Accessible to 100% of all LEAs
Percentage of Foster Youth transferring	Student mobility rate among Foster Youth established by	Percentage of Foster Youth transferring schools will	Percentage of Foster Youth transferring schools will	Percentage of Foster Youth transferring schools will

schools – mobility rate	CDE in Spring/Summer of 2017	decrease by 2% from baseline established in Spring/ Summer 2017	decrease by 2% from prior year	decrease by 2% from 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	25% of LEA's will be able to access Foster Youth Data Sharing Portal through VC HSA	50% of LEA's will be able to access Foster Youth Data Sharing Portal through VC HSA

Action **5.1**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

**2017-18**

**2018-19**

**2019-20**

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
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	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	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

<p>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</p> <p>c. VCOE will continue to Maintain the Foster Focus Data sharing platform which serves educational agencies, VC HSA, VC Probation and the juvenile courts</p>	<p>access to AB216 requirements</p> <p>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</p> <p>c. VCOE will continue to Maintain the Foster Focus Data sharing platform which serves educational agencies, VC HSA, VC Probation and the juvenile courts</p>	<p>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</p> <p>c. VCOE will continue to Maintain the Foster Focus Data sharing platform which serves educational agencies, VC HSA, VC Probation and the juvenile courts</p>
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**BUDGETED EXPENDITURES**

**2017-18**

Amount	Expense included in goal 1 action #1.6
Source	Expense included in goal 1 action #1.6
Budget Reference	Expense included in goal 1 action #1.6

**2018-19**

Amount	Expense included in goal 1 action #1.6
Source	Expense included in goal 1 action #1.6
Budget Reference	Expense included in goal 1 action #1.6

**2019-20**

Amount	Expense included in goal 1 action #1.6
Source	Expense included in goal 1 action #1.6
Budget Reference	Expense included in goal 1 action #1.6

56 Action **5.2**

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

<u>Students to be Served</u>	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

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     Schoolwide    **OR**     Limited to Unduplicated Student Group(s)

Location(s)

All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

**2017-18**

New     Modified     Unchanged

- 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

**2018-19**

New     Modified     Unchanged

- 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

**2019-20**

New     Modified     Unchanged

- 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

BUDGETED EXPENDITURES

**2017-18**

Amount

- a. \$500
- b. \$500
- c. \$500
- d. \$2,000

Source

- a. Restricted state funds, LCFF
- b. Restricted state funds, LCFF
- c. Restricted state funds, LCFF
- d. Restricted state funds, LCFF

**2018-19**

Amount

- a. \$500
- b. \$500
- c. \$500
- d. \$2,000

Source

- a. Restricted state funds, LCFF
- b. Restricted state funds, LCFF
- c. Restricted state funds, LCFF
- d. Restricted state funds, LCFF

**2019-20**

Amount

- a. \$500
- b. \$500
- c. \$500
- d. \$2,000

Source

- a. Restricted state funds, LCFF
- b. Restricted state funds, LCFF
- c. Restricted state funds, LCFF
- d. Restricted state funds, LCFF

Budget Reference

- a. Travel
- b. Travel
- c. Supplies
- d. Travel and services

Budget Reference

- a. Travel
- b. Travel
- c. Supplies
- d. Travel and services

Budget Reference

- a. Travel
- b. Travel
- c. Supplies
- d. Travel and services

### Action 5.3

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

Students to be Served

- All     Students with Disabilities     [Specific Student Group(s)] \_\_\_\_\_

Location(s)

- All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

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     Schoolwide    **OR**     Limited to Unduplicated Student Group(s)

Location(s)

- All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

#### ACTIONS/SERVICES

**2017-18**

- New     Modified     Unchanged

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**

- New     Modified     Unchanged

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.

**2019-20**

- New     Modified     Unchanged

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.

#### BUDGETED EXPENDITURES

**2017-18**

Amount

\$2,000

**2018-19**

Amount

\$2,000

**2019-20**

Amount

\$2,000

Source	Restricted state funds, LCFF	Source	Restricted state funds, LCFF	Source	Restricted state funds, LCFF
Budget Reference	Supplies	Budget Reference	Supplies	Budget Reference	Supplies

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year  2017–18  2018–19  2019–20

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 ([see instructions](#)).

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

The 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 socio-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. Socio-emotional counseling services
2. Timely transitions from prior educational placements supported by two full time transition specialists
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 to implement and establish an additional data sharing portal through the Ventura County Human Services Agency to allow direct access to Foster Students' educational information to the educational rights holders and controlled by HAS ensuring ease of access throughout the transition to new Foster and educational placements.

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.

# Local Control and Accountability Plan and Annual Update Template Instructions

## Addendum

*The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.*

*For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.*

*If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.*

*Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.*

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).

## Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

## Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fq/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

## Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's\* approved LCAP. Minor typographical errors may be corrected.

\* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

## Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

## Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

## Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- 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 data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

## Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as

consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

**Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

**School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

**Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

## Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

**School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.

**Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

### **New, Modified, Unchanged**

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

### Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

### Related State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

## **Identified Need**

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

## **Expected Annual Measurable Outcomes**

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

## **Planned Actions/Services**

For each action/service, the LEA must complete either the section “For Actions/Services not contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

### **For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement**

#### **Students to be Served**

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, identify the specific student group(s) as appropriate.

#### **Location(s)**

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

### **For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:**

#### **Students to be Served**

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see [Demonstration of Increased or Improved Services for Unduplicated Students](#) section, below), the LEA must identify the unduplicated student group(s) being served.

### Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", place a check mark next to "Limited to Student Groups".

**For charter schools and single-school school districts**, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

### Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

### Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

#### **New/Modified/Unchanged:**

- Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check "Unchanged" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.

- If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check “Unchanged” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

**Note:** The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

**Charter schools** may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

### **Budgeted Expenditures**

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

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

### **Demonstration of Increased or Improved Services for Unduplicated Students**

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the “Demonstration of Increased or Improved Services for Unduplicated Students” table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

### **Estimated Supplemental and Concentration Grant Funds**

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496(a)(5).

### **Percentage to Increase or Improve Services**

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and

any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

## State Priorities

**Priority 1: Basic Services** addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

**Priority 2: Implementation of State Standards** addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
  - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
  - b. Mathematics – CCSS for Mathematics
  - c. English Language Development (ELD)
  - d. Career Technical Education
  - e. Health Education Content Standards
  - f. History-Social Science
  - g. Model School Library Standards
  - h. Physical Education Model Content Standards
  - i. Next Generation Science Standards
  - j. Visual and Performing Arts
  - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

**Priority 3: Parental Involvement** addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

**Priority 4: Pupil Achievement** as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

**Priority 5: Pupil Engagement** as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

**Priority 6: School Climate** as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and

C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

**Priority 7: Course Access** addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

**Priority 8: Pupil Outcomes** addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

**Priority 9: Coordination of Instruction of Expelled Pupils (COE Only)** addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

**Priority 10. Coordination of Services for Foster Youth (COE Only)** addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

**Local Priorities** address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

## APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

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

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

(b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.

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

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

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

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

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

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

(f) "Expulsion rate" shall be calculated as follows:

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

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

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

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

## APPENDIX B: GUIDING QUESTIONS

### **Guiding Questions: Annual Review and Analysis**

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

### **Guiding Questions: Stakeholder Engagement**

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

### **Guiding Questions: Goals, Actions, and Services**

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

State Priority	Domain and Metric	Goal Number	Action/Service	Page(s)	Comment/Alternative Metric/(Measurable Obj page #)
<b>1</b>	<b>Basic Services:</b>				
	<input type="checkbox"/> Rate of teacher mis-assignment	1	1.7	53-54	Percentage of Appropriately Credentialed Teachers (p.45)
	<input type="checkbox"/> Student access to standards-aligned instructional materials	1	1.1	45-46	Access to standards-aligned instructional materials ( p.44)
	<input type="checkbox"/> Facilities in good repair	2	2.5	63-64	FIT Report Results / Scheduled Projects (p.57)
<b>2</b>	<b>Implementation of Common Core State Standards (CCSS):</b>				
	<input type="checkbox"/> Implementation of CCSS for all students, including EL	1	1.1	45-46	Percentage of Course Descriptions Aligned to CCSS (p. 44)
<b>3</b>	<b>Parental Involvement:</b>				
	Efforts to seek parent input	3	3.1,3.2, 3.3	67-71	Stakeholder Engagement Efforts for LCAP Development
	<input type="checkbox"/> Collaborative meetings	3	3.4	71-72	Increase attendance and participation with community services and social services (p. 73)
	<input type="checkbox"/> Promotion of parental participation	3	3.1,3.2,3.3	66-70	Number of parents serving as members on committees and attending school events (p. 68)
<b>4</b>	<b>Standard Achievement:</b>				
	<input type="checkbox"/> Performance on standardized tests	1	1.1	45-46	Student transiency yields a very low percentage of valid SBAC scores. VCOE will work to improve <i>HiSet and Pre-Post test scores measuring academic skills growth</i> results for the students served in our program. (p. 44-45)
	<input type="checkbox"/> Score on Academic Performance Index	N/A	N/A	N/A	API has been suspended by the state of California
	<input type="checkbox"/> Share of students that are college and career ready.	1	1.2	47-48	CTE Course Completion (p.44)
	<input type="checkbox"/> Share of ELs that become English proficient	1	1.5	51-52	Although student transiency renders this measure unreliable since VCOE cannot control the percentage of ELs it receives and students rarely remain enrolled for longer than one year - insufficient time for VCOE to be credited with helping the student master English.- VCOE will nonetheless continue to include actions and services to help students work towards English Fluency

State Priority	Domain and Metric	Goal Number	Action/Service	Page(s)	Comment/Alternative Metric/(Measurable Obj page #)
	<input type="checkbox"/> EL reclassification rate	N/A	N/A	N/A	Student transiency and renders this measure unreliable since VCOE cannot control the percentage of ELs it receives and students rarely remain enrolled for longer than one year - insufficient time for VCOE to be credited with helping the student master English.
	<input type="checkbox"/> Share of students that pass Advanced Placement exams with 3 or higher	N/A	N/A	N/A	Advancement Placement Exams are not administered and are inconsistent with the mission of the school
	<input type="checkbox"/> Share of students determined prepared for college by the Early Assessment Program	N/A	N/A	N/A	Early Assessment Program is not administered and is inconsistent with the mission of the school
<b>5</b>	<b>Student Engagement:</b>				
	<input type="checkbox"/> School attendance rates	2	2.4	61-62	Increased student attendance (p.57)
	<input type="checkbox"/> Chronic absenteeism rates	2	2.4	61-62	Decrease in number of chronically absent students (p.57)
	<input type="checkbox"/> Middle school dropout rates	N/A	N/A	N/A	VCOE Court and Community Schools do not generate a middle school dropout rate since students generally do not remain enrolled for more than 1 year
	<input type="checkbox"/> High school dropout rates	N/A	N/A	N/A	VCOE Court and Community Schools do not generate a dropout rate based on prescribed 4-year cohort method since students generally do not remain enrolled for more than 1 year
	<input type="checkbox"/> High school graduation rates	1	1.3	48-49	VCOE will use the alternative measure of a 1-year graduation rate since students generally do not remain enrolled for longer than 1 year. (p.45)
<b>6</b>	<b>School Climate:</b>				
	<input type="checkbox"/> Student suspension rates	2	2.1 2.2	56-57 58-59	Decrease in number of student suspensions (p.57)
	<input type="checkbox"/> Student expulsion rates	N/A	N/A	N/A	VCOE does not expel students
	<input type="checkbox"/> Other local measures	2	2.1 2.2	56-57 58-59	Decrease in number of student disciplinary referrals (p.57)
	<input type="checkbox"/> Behavior services	2	2.1	56-57	Increase level of behavior services (p.57)
	<input type="checkbox"/> Counselor ratio	2	2.3	60-61	Maintain counseling services to track students (p.61)

State Priority	Domain and Metric	Goal Number	Action/Service	Page(s)	Comment/Alternative Metric/(Measurable Obj page #)
<b>7</b>	<b>Course Access:</b>				
	<input type="checkbox"/> Student access and enrollment in all required areas of study	N/A	N/A	N/A	Student need driven by credit remediation drives course offerings and student transiency renders offering upper level classes in science and foreign language impractical. VCOE will use distance learning to ensure access to such courses is available to those few students who need them. CTE course enrollment patterns aimed at increasing career readiness are used in lieu of courses referenced in the education code cited for this metric.
<b>8</b>	<b>Other Student Outcomes:</b>				
	<input type="checkbox"/> Other indicators of student performance in required areas of study. May include performance on other exams.	1	1.1	45-46	<i>Pre-Post test scores measuring academic skills growth (p. 45)</i>
		2	1.4	50-51	Number of Students Passing the HiSet (p.45)
<b>9</b>	<b>Expelled Youth:</b>				
	<input type="checkbox"/> Coordination of instruction of expelled youth	4	4.1, 4.2, 4.3, 4.4	74-77	Coordination of Services (p. 75-76)
		1	1.3	48-49	Alternative metric – Reduction in Failed Placements (p.45)
<b>10</b>	<b>Foster Children:</b>				
	<input type="checkbox"/> Work to minimize changes in school placement	5	5.3	83	Facilitate FY Transportation to school of origin to minimize changes in placement (p.85)
	<input type="checkbox"/> Provide educational status and progress information to child welfare agency	5	5.1	81-82	Foster Focus and Data Sharing Portal (p.82-83)
	<input type="checkbox"/> Respond to requests from juvenile court to ensure delivery and coordination of educational services	5	5.1 5.2	81-82 82-84	Foster Youth Coordinator Position and services (p.82)
	<input type="checkbox"/> Establish a mechanism for efficient expeditious transfer of health and education records.	5	5.1 5.2	81-82 82-84	Foster Youth Coordinator Position and services / Foster Focus Database facilitation (p. 82)
	<input type="checkbox"/> Establish procedures that will assist students to be enrolled the correct academic subjects	1	1.6	52-53	Foster Youth liaison and school counselor services (p. 53-54)
	<input type="checkbox"/> Assist students in enrollment of career education classes	2	2.6	64-65	Foster Youth counseling services (p.66)