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.

LEA Name	Valley Oaks Charter School

Contact Name and Title	Desiree Von Flue Assistant Superintendent	Email and Phone	devonflue@kern.org (661)636-4629

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

Valley Oaks Charter School (VOCS) was founded on respecting and valuing parent choice; giving parents a chance to tailor an education to fit their children's individual needs. Students at VOCS are educated one child at a time, incorporating a wide variety of teaching methods. Working closely with credentialed teachers, parents take the opportunity to teach lessons based on the child's academic ability and style of learning. Whether a student is a visual learner, an audio learner, and/or a kinesthetic learner, all students are expected to work to their fullest potential. To assist parents with this goal, VOCS provides numerous educational options and opportunities that can be individualized to each student's learning style, skill set, and academic potential.

In addition to teaching their children at home on a daily basis, parents may choose to have their students participate in a variety of enrichment activities. Valley Oaks Charter School main site is located in Bakersfield, California. Additional satellite sites are located in Frazier Park, Kern River Valley, Taft, and Tehachapi. All sites are used as a meeting area for families and teachers, and house the educational resources necessary to facilitate quality learning. Students may elect to participate in on-campus enrichment classes and programs, which may include instruction in core academics, technology, applied and fine arts, physical education, industrial arts, and agriculture. We serve approximately 1,150 students in five K-8 programs and two High School programs. Our student population includes our LCFF unduplicated count, including 33% Socioeconomically Disadvantaged, 8% in Special Education, and less than 2% English Learners, Homeless, and Foster Youth.

LCAP HIGHLIGHTS

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

After analyzing our data and working closely with all stakeholders, two goals were identified as the focus for the next three years. These two goals include:

- **Goal 1:** VOCS students will graduate high school prepared to enter a higher education and/or pursue a career path.

- **Goal 2:** All VOCS sites will strive to create and promote a safe and secure school environment that is accessible and conducive to student learning.

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

After reviewing the performance on the state performance indicators, included in the CA Dashboard, progress toward LCAP goals, local self-assessment tools, and stakeholder input, Valley Oaks is most proud of increasing parent participation at Town Hall meetings, attendance at parent workshops, professional development for both staff and parent educators, and the continued line of communication between all stakeholders. Additionally, VOCS maintained a very low status in the area of suspension rate and increased the graduation rate on the CA Dashboard. This year, VOCS will focus on increasing EL student and parent participation, by providing additional parent educator workshops, enrichment workshops, and parent resources.

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

After reviewing the CA Dashboard, VOCS identified the greatest need to be improving the Graduation Rate for All Students, along with improving students' performance in English Language Arts. VOCS recognized that the Graduation Rate was an area of growth; however, VOCS would like to continue making improvements in this area. According to the CA Dashboard Graduation Rate results, 80.3% of our students performed in the orange performance level and 66.7% of our Hispanic population declined 1.1%. Since the Hispanic population does not include a student count of 30 or more, a performance color was not given. In the area of English Language Arts, the CA Dashboard reported that All Students performed within the orange performance level. Both Socioeconomically Disadvantage and White populations declined at least seven points. Additionally, Students with Disabilities performed within the red performance level. To assist with the Graduation Rate, VOCS will continue to evaluate current practices as they pertain to graduation and drop-out rates, such as student support systems and interventions. Additionally, academic planning with 9th – 12th students will

continue with the help of a part-time counselor, specifically targeting our Hispanic population in high school. In the area of English Language Arts, VOCS will continue to provide professional development for credentialed teachers and parent educators to help improve student achievement, especially for Socioeconomically Disadvantaged, White, and Students with Disabilities populations.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

After reviewing the CA Dashboard, VOCS identified two student groups that performed two or more levels below the All Students category. In the area of Math, Socioeconomically Disadvantaged and Students with Disabilities declined significantly. According to the CA Dashboard, All Students performed within the yellow performance area in the area of Math. Both Socioeconomically Disadvantaged and Students with Disabilities performed within the red performance area, declining at least ten points. To assist these two student groups next year, VOCS will continue to offer math tutoring and study skills tutoring. Additionally, VOCS will use the STAR Renaissance Math results to determine a baseline of students that need extra support. Finally, parent workshops will be created to help parent educators in the area of Math, especially for our Socioeconomically Disadvantaged Students and Students with Disabilities.

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.

Based on staff stakeholder feedback and research on effective practices, VOCS will continue to provide actions/services for low income, English Learner and foster youth including using a portion of the LCFF Supplemental dollars for site allocations based on the number of unduplicated youth served to all sites to implement site specific solutions based on the unique site needs and the site stakeholder input. Two significant actions to improve services will be:

- Providing additional ELD support for students and parents though workshops, enrichment opportunities, and resources.
- Adding additional college and career support and counseling for the lowest performing students as well as to meet the needs of English Learners, low income, students with special needs, and foster youth.

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	$9,833,589
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$578,000

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.

General fund expenditures specified above for the 2017-18 school year include salaries and benefits for all certificated teachers, classified personnel, and administrative staff members. In addition, other expenditures in this area include: books and supplies, services and operating expenditures, and capital outlay.

$9,131,203	Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 1	VOCS students will graduate high school completely prepared to enter into a higher education and/or pursue a career path successfully.

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	**ACTUAL**

Priority 1a: Basic Services
 Teachers appropriately assigned and fully credentialed for assignment:
     Maintain 100%
	Priority 1a: Basic Services
	 Teachers appropriately assigned and fully credentialed for assignment:
	     VOCS maintained 100% of its teachers appropriately assigned and credentialed for the assignment.

Priority 1b: Basic Services
 Pupils access to standards-aligned materials:
     Maintain 100% of VOCS' pupils having access to standards-aligned curriculum/materials
	Priority 1b: Basic Services
	 Pupils access to standards-aligned materials:
	     100% of VOCS' pupils had access to standards-aligned curriculum and materials.

Priority 1c: Basic Services
 School facilities maintained in good repair:
     Maintain Exemplary Rating on FIT
	Priority 1c: Basic Services
	 School facilities maintained in good repair:
	     VOCS maintained an Exemplary Rating on the FIT report.

Priority 2a: Implementation of State Standards

Implementation of State Standards Implementation of CA academic and performance standards:

>Maintain parent choice program and determine percentage of parent educators using CCSS

Priority 2a: Implementation of State Standards

Implementation of State Standards Implementation of CA academic and performance standards:

>VOCS maintained a strong parent choice program and determined that 95% of parent educators use CCSS to help guide their instructional day.

Priority 2b: Implementation of State Standards

Programs/Services to enable English Learners access to CCSS and ELD standards:

>Create parent educator workshops to help facilitate the new EL curriculum and support EL parent educators

Priority 2b: Implementation of State Standards

Programs/Services to enable English Learners access to CCSS and ELD standards:

>Parent educator workshops were created, which allowed English Learners to access the CCSS and ELD standards. Additionally, an instructional tutor was hired to help high school students with English and their other subjects.

Priority 3a: Parental Involvement

Efforts to seek parent input in making decisions for district and school sites:

>Continue to offer parents the opportunity to offer their input in making decisions for each site by completing surveys, attending table meetings, receiving weekly emails/newsflash/announcements, attending parent workshops, attending Town Hall meetings with administrators, and/or attending the VOCS Board meeting. Increase parent involvement by an additional one percent as evidenced by the number of parents attending Town Hall meetings at each site.

Priority 3a: Parental Involvement

Efforts to seek parent input in making decisions for district and school sites:

>VOCS continued to offer parents different opportunities to offer their input in making decisions for each site by completing surveys, attending table meetings, receiving weekly emails/newsflash/announcements, attending parent workshops, attending Town Hall meetings with administrators, and/or attending the VOCS Board meeting. Based on sign-in sheets, 7.5% of VOCS families attended Town Hall meetings schoolwide, which was an increase of one percent from the previous year.

Priority 3b: Parental Involvement

Efforts to seek participation of parents for unduplicated pupils:

>Continue to offer parents the opportunity to offer

Priority 3b: Parental Involvement

Efforts to seek participation of parents for unduplicated pupils:

>VOCS continued to offer parents the opportunity to offer their input in making decisions for each site by completing surveys,

their input in making decisions for each site by completing surveys, attending table meetings, receiving weekly emails/newsflash/announcements, attending parent workshops, attending Town Hall meetings with administrators, and/or attending the VOCS Board meeting. Increase parent involvement for our unduplicated pupils by an additional one percent as evidenced by the number of parents attending Town Hall meetings at each site.

attending table meetings, receiving weekly emails/newsflash/announcements, attending parent workshops, attending Town Hall meetings with administrators, and/or attending the VOCS Board meeting. A baseline for parent involvement for our unduplicated pupils was created. Three percent of the parents that attended Town Hall meetings were parents of unduplicated pupils. This year VOCS will focus on creating a baseline for completed and returned End of the Year Surveys.

Priority 3c: Parental Involvement

Efforts to seek participation of parents for pupils with exceptional needs:

> 100% of parents of students with exceptional needs will attend and participate in scheduled annual, initial, triennial, or as needed basis IEP meetings. 100 % of parents of students with 504s will attend scheduled meetings.

Priority 3c: Parental Involvement

Efforts to seek participation of parents for pupils with exceptional needs:

> This year, 100% of parents of students with exceptional needs attended and participated in scheduled annual, initial, triennial, or as needed basis IEP meetings. Also, 100 % of parents of students with 504s attended scheduled meetings.

Priority 4a: Pupil Achievement

State wide Assessments: 2015 CAASPP Results:

English Language Arts: Improve overall "Standard Not Met" rate by 2%

Math: Improve overall "Standard Not Met" rate by 2%

Priority 4a: Pupil Achievement

State wide Assessments: 2016 CAASPP Results

Total percentages of students in the "Standard Not Met" – English Language Arts and Math categories:

	ELA			**Math**	
	2015	**2016**		**2015**	**2016**
3rd	39%	52%	3rd	42%	52%
4th	45%	47%	4th	45%	38%
5th	33%	31%	5th	57%	51%
6th	32%	37%	6th	48%	49%
7th	30%	26%	7th	35%	40%
8th	19%	32%	8th	42%	48%
11th	5%	9%	11th	43%	42%

Subgroup Overall Scores – ELA

	2015	**2016**
Socioeconomically Disadvantaged:	43%	43%
English Learners:	70%	34%
Hispanic:	32%	37%
Special Education:	59%	69%

Subgroup Overall Scores – Math

	2015	**2016**
Socioeconomically Disadvantaged:	56%	62%
English Learners:	80%	45%
Hispanic:	45%	48%
Special Education:	66%	79%

Priority 4b: Pupil Achievement Academic Performance Index: This measure is not being provided by the state at this time	Priority 4b: Pupil Achievement Academic Performance Index: This measure is not being provided by the state at this time

Priority 4c: Pupil Achievement
 	
Percentage of pupils completing A-G or CTE sequences/programs:
 	
      Increase from 15.5% to 17.5%.
	Priority 4c: Pupil Achievement
	
	Percentage of pupils completing A-G or CTE sequences/programs:
	
	      The percentage of pupils completing A-G or CTE sequences/programs increased from 15.5% to 18.3%.

Priority 4d: Pupil Achievement
 	
Percentage of EL pupils making progress towards English proficiency:
 	
      Increase from 40% to 42%.
	Priority 4d: Pupil Achievement
	
	Percentage of EL pupils making progress towards English proficiency:
	
	      Pupils making progress towards English proficiency increased from 40% to 50%.
	
	This year, 18 students were tested. From these 18 students, eight students had been enrolled with VOCS for two consecutive years. Of the eight students, four increased one performance level and three students were reclassified.

Priority 4e: Pupil Achievement
 	
English Learner reclassification rate:
 	
      5%
	Priority 4e: Pupil Achievement
	
	English Learner reclassification rate:
	
	      17%
	
	After evaluating students that had been enrolled with VOCS for two consecutive years, three out of eight students were reclassified.

Priority 4f: Pupil Achievement
 	
Percentage of pupils passing AP exam with a 3 or higher:
 	
      50%
	Priority 4f: Pupil Achievement
	
	Percentage of pupils passing AP exam with a 3 or higher:
	
	      67% of VOCS students passed the AP exam with a 3 or higher.

Priority 4g: Pupil Achievement
Percentage of pupils who participate in and demonstrate college preparedness on EAP:
    23% English Language Arts - Maintain percentage next year 10% Math - Maintain percentage next year
	Priority 4g: Pupil Achievement
	Percentage of pupils who participate in and demonstrate college preparedness on EAP:
	    According to EAP CAASPP results, 14% of VOCS' students demonstrated college preparedness in English Language Arts and 7% in Math.

Priority 5a: Pupil Engagement
School Attendance Rate:
    Current Rate is 99%. Due to nature of program, maintain student attendance rates.
	Priority 5a: Pupil Engagement
	School Attendance Rate:
	    Due to nature of VOCS, the student attendance rate remains at 99%.

Priority 5b: Pupil Engagement
Chronic Absenteeism Rate:
    Current Rate: 0% Maintain 0%
	Priority 5b: Pupil Engagement
	Chronic Absenteeism Rate:
	    VOCS maintained a Chronic Absenteeism Rate of 0%.

Priority 5c: Pupil Engagement
Middle School Dropout Rate:
    Current Rate: 0% Maintain 0%
	Priority 5c: Pupil Engagement
	Middle School Dropout Rate:
	    VOCS maintained a Middle School Dropout Rate of 0%.

Priority 5d: Pupil Engagement
High School Dropout Rate: 76.4%
    Current County Rate: 16.50%.
	Priority 5d: Pupil Engagement
	VOCS High School Dropout Rate: 2%
	    Current County Rate: 12.2
	
	Data reported last year was incorrect and should have stated 14.5% for the High School Dropout Rate. This year, VOCS based the High School Dropout Rate off the number of students enrolled and dropped from our program throughout the school year.

Priority 5e: Pupil Engagement High School Graduation Rate:	Priority 5e: Pupil Engagement VOCS High School Graduation Rate:

Current County Rate 76.4%	80.3% (Percentage based on CA Dashboard)

Priority 7a: Course Access

Extent to which pupils have access to and are enrolled in a broad course of study:

Continue to provide 100% access to a broad course of study to all VOCS students as defined by EC 51210/512220.

Priority 7a: Course Access

Extent to which pupils have access to and are enrolled in a broad course of study:

VOCS provided 100% access to a broad course of study to all students as defined by EC 51210/512220.

Priority 7b: Course Access

Extent to which pupils have access to and are enrolled in programs/services for unduplicated pupils:

-Create parent educator workshops to help facilitate the new EL curriculum and support EL parent educators.

-Increase parent involvement for our unduplicated pupils by an additional one percent as evidenced by the number of parents attending these parent educator workshops.

-Maintain community relationships with Stars Theater, CALM, and KCM.

Priority 7b: Course Access

Extent to which pupils have access to and are enrolled in programs/services for unduplicated pupils:

VOCS created parent educator workshops to help support students and parent educators. Parent involvement for our unduplicated was 48% one as evidenced by the number of parents attending these parent educator workshops, which is a one percent increase from last year. Lastly, VOCS maintained community relationships with Stars Theater, CALM, and KCM; plus, VOCS added KHSD Little Harvey Theater.

Priority 7c: Course Access

Extent to which pupils have access to and are enrolled in programs/services for pupils with exceptional needs:

- Create parent educator workshops to help support parent educators with pupils with exceptional needs.

-Increase parent involvement for our pupils with exceptional needs by an additional one percent as evidenced by the number of parents attending these parent educator workshops.

Priority 7c: Course Access

Extent to which pupils have access to and are enrolled in programs/services for pupils with exceptional needs:

VOCS created parent educator workshops to help support parent educators with pupils with exceptional needs. Topics included: Distracted Learners, Struggling Readers, Surfing the Strong Sees of Life, Reading Games, and Parenting Strategies for Homeschool Success. 30% of VOCS parents attended parent educator workshops and four percent of the attendees were from parents with pupils with exceptional needs.

Priority 8: Other Pupil Outcomes

Extent to which pupil outcomes in the subject areas described in Education Code section 512210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable:

    -VOCS students, that are continuously enrolled, will access STAR Renaissance at least two times within the school year.

    -VOCS will use 2016-17 as baseline scores.

Priority 8: Other Pupil Outcomes

Extent to which pupil outcomes in the subject areas described in Education Code section 512210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable:

    VOCS students that were continuously enrolled accessed STAR Renaissance at least two times within the school year. This year, 655 students tested schoolwide, with 472 students testing two times or more throughout the year. 72% of VOCS students accessed STAR Renaissance and this percentage will be used as a baseline for next year.

ACTIONS / SERVICES

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

Action **1a**

Actions/Services	PLANNED VOCS will maintain community partnerships with Stars Theater, CALM, and KCM.	ACTUAL VOCS maintained community partnerships with Stars Theater, CALM, and KCM.
Expenditures	BUDGETED S/C Services and Other Operating Exp.: $30,000	ESTIMATED ACTUAL S/C Services and Other Operating Exp.: $39,500

Action **1b**

Actions/Services	PLANNED Begin process of evaluating available ELA adopted curriculum for grades K-12 and begin purchase of ELA/ELD curriculum based on available funds. Investigate supplemental online resources for purchase.	ACTUAL VOCS evaluated ELA adopted curriculum for grades K-8 and purchased ELA/ELD curriculum. Also, VOCS investigated supplemental online resources for purchase.
Expenditures	BUDGETED S/C Book and Supplies- $40,500 Lottery-$50,000	ESTIMATED ACTUAL S/C Book and Supplies- $40,500 Lottery-$60,000

Action **1c**

Actions/Services	**PLANNED** Provide research and evidence based professional development training for teaching staff and parent educators	**ACTUAL** VOCS teaching staff attended research and evidence based professional development training for the teaching staff. Additionally, parent educators were provided opportunities for professional development through on-line videos.
Expenditures	**BUDGETED** S/C Services and Other Operating Exp.- $10,000	**ESTIMATED ACTUAL** S/C Services and Other Operating Exp.- $12,625

Action **1d**

Actions/Services	**PLANNED** VOCS will hire a Program Specialist to continue the process of identifying low income pupils, special education needs, EL pupils, and foster youth: create a system that monitors, services, and offers resources to accommodate any potential learning/educational challenges.	**ACTUAL** Due to the increase in our Special Education population, VOCS hired a Program Specialist. This Program Specialist monitored services and resources that would accommodate any potential learning/educational challenges.
Expenditures	**BUDGETED** S/C Certificated Personnel Salaries and Benefits- $115,000	**ESTIMATED ACTUAL** S/C Certificated Personnel Salaries and Benefits- $88,435

Action 1e

Actions/Services		
	PLANNED	ACTUAL
	English Learners: Train and update all staff members to inform parent educators about available resources and strategies. Continue to collaborate with EL consultant from KCSOS/CIA to train and assist staff and parent educators in assisting EL students.	VOCS staff members were trained and provided available resources and strategies to credentialed teachers and parent educators. Also, VOCS continued to collaborate with an EL consultant from KCSOS to assist staff and parent educators in assisting EL students. Lastly, VOCS hired an EL tutor to assist high school EL students.
Expenditures	BUDGETED	ESTIMATED ACTUAL
	S/C Services and Other Operating Exp.- $5,000	S/C Services and Other Operating Exp.- $2,500

Action 1f

Actions/Services		
	PLANNED	ACTUAL
	Purchase EL supplemental resources to improve language acquisition.	VOCS purchased ELA/ELD curriculum to help improve language acquisition.
Expenditures	BUDGETED	ESTIMATED ACTUAL
	S/C Books and Supplies-$2,500	S/C Books and Supplies-$2,500

Action

1g

Actions/Services	**PLANNED** Foster Youth: Continue to update all staff members in how to serve foster youth, and continue collaboration with Foster Youth Services as needed. Purchase additional support material, as needed for foster youth. Continue to connect students with peer mentoring programs through KCSOS, as needed.	**ACTUAL** VOCS staff attended the McKinney-Vento Liaison training provided by KCSOS to gather updated information about how to serve foster youth. Since VOCS did not have any foster youth students this year, no collaboration with Foster Youth Services or mentoring programs was needed.
Expenditures	**BUDGETED** S/C Books and Supplies-$2000	**ESTIMATED ACTUAL** S/C Books and Supplies-$0 – No foster students were enrolled at VOCS.

Action

1h

Actions/Services	**PLANNED** Continue to evaluate current practices as they pertain to graduation and drop-out rates, such as student support systems, interventions, etc.	**ACTUAL** VOCS continued to evaluate graduation and drop-out rates and created student support systems to help all students.
Expenditures	**BUDGETED** S/C Classified Personnel Salaries and Benefits-$44,000	**ESTIMATED ACTUAL** S/C Classified Personnel Salaries and Benefits- $30,302

Action **1i**

Actions/Services	**PLANNED** Provide academic planning counseling on a semester basis for all 9, 10, 11, 12th grade students with the support of a part time counselor.	**ACTUAL** VOCS hired a part-time (40%) counselor to help with college and career counseling for our high school students.
Expenditures	**BUDGETED** S/C Certificated Personnel Salaries and Benefits- $45,000	**ESTIMATED ACTUAL** S/C Certificated Personnel Salaries and Benefits- $41,141

Action **1j**

Actions/Services	**PLANNED** Continue to identify students who are in danger of dropping out and provide on-site academic interventions and counseling to support at risk students.	**ACTUAL** VOCS continued to identify students that were in danger of dropping out and provided on-site academic interventions and counseling to support at risk students, including a new Independent Study model. Fourteen high school students started this pilot program and thirteen students remained in the program, which shows a 93% retention rate.
Expenditures	**BUDGETED** S/C Classified Personnel Salaries and Benefits- $41,000	**ESTIMATED ACTUAL** S/C Classified Personnel Salaries and Benefits- $41,140

Action 1k

	PLANNED	ACTUAL
Actions/Services	Incrementally purchase and upgrade technology as need arises.	VOCS purchased and upgraded technology throughout the school year.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	S/C Services and Other Operating Exp.- $40,000 S/C Books and Supplies- $40,000	S/C Services and Other Operating Exp.- $40,000 S/C Books and Supplies- $49,000

Action 1l

	PLANNED	ACTUAL
Actions/Services	Continue to implement technology training for staff, parent educators, and students.	After different professional development sessions, VOCS implemented technology training for staff, parent educators, and students.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	S/C Services and Other Operating Exp.- $10,000	S/C Services and Other Operating Exp.- $12,000

Action 1m

	PLANNED	ACTUAL
Actions/Services	The addition of a Career Technology Education teacher.	VOCS added a Career Technology Education teacher in the area of Building-Construction trades.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	S/C Certificated Salaries and Benefits- $80,000	S/C Certificated Salaries and Benefits- $71,512

Action **1n**

Actions/Services

PLANNED	ACTUAL
Based on sign in sheets at Town Hall Meetings, we will create a baseline rate of participation.	VOCS created a baseline rate of participation for Town Hall Meetings.

Expenditures

BUDGETED	ESTIMATED ACTUAL
No cost to the program.	No cost to the program.

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	Actions and Services for this goal were implemented as planned with a few exceptions due to salaries and benefits of the program specialist and the part-time counselor Also, VOCS did not have any Foster Youth this year, so actions and services were not needed.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Overall, actions and services were deemed effective based on stakeholder feedback on the End of the Year Survey. Students with special needs, along with our Special Education program, benefited greatly from the newly hired Program Specialist. Additionally, all students benefited from the additional technology and infrastructure that was added this year to VOCS. Lastly, VOCS high school students received academic counseling and support from the newly hired part-time counselor.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Action 1a: Due to the addition of a new community partner, additional funds were needed. Action 1b: Additional money was needed to supplement the ELA/ELD curriculum purchase. Action 1c: Due to additional professional development opportunities, additional money was needed for this action. Action 1d: Cost of salaries/benefits was lower than anticipated. Action 1e: The cost anticipated for EL professional development was higher than needed. Action 1g: No funds were needed because VOCS did not have any foster youth students enrolled. Action 1h: Cost of salaries/benefits was lower than anticipated. Action 1i: Additional money was needed due to salaries/benefits. Action 1j: Cost of salaries/benefits was lower than anticipated. Action 1k: Due to an increase in technology costs, additional funds were needed. Action 1l: Due to additional professional development opportunities, additional money was needed for this action. Action 1m: The cost anticipated for a newly hired teacher was lower than budgeted.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Expected outcomes for this goal will be to strive to assist VOCS students to graduate prepared to enter into a higher education and/or pursue a career path. On-going professional development/learning, taken by staff and parent educators, will contribute to meeting this goal. Additionally, the program specialist and part-time counselor will be able to provide on-going academic support and counseling to students in need.

Goal 2	All VOCS sites will strive to create and promote a safe and secure school environment that is accessible and conducive to student learning.

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

ACTUAL

EXPECTED	ACTUAL
Priority 6: School Climate Suspension Rate: 　Current Rate is 0%. Maintain 0%	Priority 6a: School Climate Suspension Rate: 　Current Rate is 0%. Maintained 0%
Priority 6: School Climate Expulsion Rate: 　Current Rate is 0%. Maintain 0%	Priority 6b: School Climate Expulsion Rate: 　Current Rate is 0%. Maintained 0%
Priority 6: School Climate Other local measures on sense of safety and school connectedness: 　Continue to provide a safe and secure environment for our students, staff, and parents. Additionally, 100% of VOCS staff will participate in safety training, including the conducting of safety drills. VOCS will also maintain a Comprehensive Safety Plan for each site.	Priority 6c: School Climate Other local measures on sense of safety and school connectedness: 　VOCS continued to provide a safe and secure environment for our students, staff, and parents. Additionally, 100% of VOCS staff participated in safety training and conducted safety drills. VOCS also maintained a Comprehensive Safety Plan for each site.

Action 2a

	PLANNED	ACTUAL
Actions/Services	Continue improvements to all sites to bring a sense of school pride and connectedness through school activities.	VOCS continued improvements to all sites, which brought a sense of school pride and connectedness through school activities. Improvements and school activities included: Banners, posters, awnings, lunchtime activities, student/staff softball game, dances, and high school hangouts.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	S/C-$5,000	S/C-$5,000

Action 2b

	PLANNED	ACTUAL
Actions/Services	To bring a sense of school pride and connectedness, VOCS will provide incentives to students.	VOCS continued to bring a sense of school pride and connectedness by providing incentives to students.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	S/C Books and Supplies-$2500	S/C Books and Supplies-$2500

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	Actions and Services for this goal were implemented as planned and the improvements and incentives brought a sense of a safe and secure school environment that was accessible and conducive to student learning.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Overall, actions and services were deemed effective based on stakeholder feedback on the End of the Year Survey. According to the End of the Year Survey, 90% of parents surveyed reported VOCS as a safe and nurturing environment. Additionally, 96% reported having a good relationship with their Resource Teacher and/or Advisor. Also, students, parents, and staff benefited from the many extracurricular activities VOCS created and hosted. 85% of parents surveyed stated their student participated in VOCS sponsored field trips and 80% of VOCS students participated in various competitions and contests. Finally, according to the End of the Year Survey, the addition of school banners and awnings brought a sense of school pride to the Bakersfield site.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	For this goal, there was no difference between the budgeted expenditures and the actual expenditures.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Expected outcomes for this goal will be to continue to make improvements to all sites, to bring a sense of school pride, and provide incentives for all students to help with school connectedness. In addition, school safety will be a focus for next 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?

Valley Oaks Charter School (VOCS) collaborated with all stakeholders in the involvement process for the review and development of the LCAP goals, actions, services and expenditures through the following processes:

Parents, including parents for unduplicated pupils and pupils with exceptional needs:
- Parents are able to offer input in making decisions for each site by completing surveys, attending table meetings, and/or receiving weekly emails/newsflash/Parent Square announcements. Parent participation is high and appreciated by VOCS.
- 100% parent participation is reflected on the Master Agreement.
- 100% of parents with students with exceptional needs attended and participated in scheduled initial, annual, triennial, or as needed basis IEP meetings.
- VOCS communicated and advertised parent workshops, Town Hall meetings, and VOCS Board meetings by: Sending weekly emails/newsflash/Parent Square announcements, posting flyers, and/or sharing information at table meetings.
- Parent workshops were made available to all parents to enhance their teaching skills. Workshops included: Parent Orientation (8/12/16), Starting the Year Off Right on (8/15/16), Back to School Meet and Greet (8/19/16), Kick-Off Kamp (8/26/16), Parent Ed Conference (8/31/16), Making Memories through Writing 1 (10/27/16), Using Literature to Teach Thematically (12/12/16), Spring Orientation (1/11/17), Latte and Learning (1/17/17), Winter Kamp (1/18/17), Making Memories through Writing 2 (1/19/17), Preparing Students for High School (1/25/17), Turning Field Trips into Learning Opportunities (2/9/17), Making Memories through Writing 3 (3/30/17), 8th grade to high school orientation (3/8/17), and Latte Learning 3/21/17.
- Town Hall meetings were scheduled at all sites on the following dates: 11/16/16, 11/29/16, 11/30/16, 5/3/17, 5/9/17, 5/10/17
- Parents were also invited to VOCS Board meetings held on: 9/19/16, 11/7/16, 1/23/17, 3/13/17, 5/22/17, and 6/1/17

Students:
- Students were able to offer input in making decisions for each site by completing surveys after each enrichment period, attending monthly table meetings, and/or receiving weekly emails/website notifications/Parent Square announcements/Remind texts. Communication with all students is very important to all of VOCS staff.
- Enrichment classes and core classes are opportunities were available for all students. After each enrichment class, surveys are given to the students so they can give input for each class.
- ASB and Jr. ASB conducted biweekly meetings to discuss needs for the school. Club meetings were conducted weekly throughout the year and were open to all students.

Certificated Staff:
- Certificated staff communicates with administration through schoolwide meetings twice a year, weekly team meetings, weekly emails, individual meetings, on-going professional development opportunities, and the End of Year Survey.
- VOCS staff collaborated throughout the year in different committees including: Data Committee, Professional Development Committee for VOCS staff, Professional Development Committee for Parent Educators, ELA Adoption Committee, and Safety Committee.
- Certificated staff participated in Town Hall meetings on 11/16/16, 11/29/16, 11/30/16, 5/3/17, 5/9/17, and 5/10/17.

- Certificated staff participated in Board meetings on 9/19/16, 11/7/16, 1/23/17, 3/13/17, 5/22/17, and 6/1/17.

Classified Staff:
- Classified staff communicates with administration through schoolwide meetings, team meetings, individual meetings, emails, surveys, and professional development opportunities.

Community/Partner Agencies:
- VOCS, as needed, continued to reach out to KCSOS for EL, SELPA, and Curriculum and Instruction services.
- Bakersfield College, Cerro Coso College and VOCS formed partnerships this year.
- VOCS formed a partnership with KHSD/Regional Occupational Center (ROC) for our high school students.
- VOCS continues to partner with KCM and CALM.
- VOCS formed a partnership with KHSD at the Little Harvey Theater.

Bargaining Units:
- VOCS met on May 23, 2017 and communicated the current LCAP. Input was shared from these stakeholders and added to the new plan.

IMPACT ON LCAP AND ANNUAL UPDATE

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

After collaborating with all stakeholders in the involvement process for the review and development of the LCAP goals, actions, services, and expenditures, it was determined that Goals 1 and 2 should remain the same and the following should be considered:

Parents, including parents for unduplicated pupils and pupils with exceptional needs:
- Continue to provide professional development opportunities for parent educators by offering parent workshops throughout the year.
- Consider adding TK to VOCS.
- Continue communication between VOCS and parent educators using Parent Square.
- Update Resources page on website.
- Parents will continue to offer input in making decisions for each site by completing surveys, attending table meetings, and/or receiving weekly emails/newsflash/Parent Square announcements.

Students:
- Continue to hold school pride activities.
- Offer career days throughout the year.

Certificated and Classified Staff:
- Continue to keep the lines of communication open with administration through schoolwide meetings, team meetings, individual meetings, emails, surveys, and professional development opportunities.
- Professional Development Suggestions: Technology, ELA/EL, Math, TK, NGSS, Foster Youth, Special Education, and RTI/MTSS.

Community/Partner Agencies:
- Continue partnerships with KCSOS, Bakersfield College, Cerro Coso College, KHSD/ROC, museums, and Little Harvey Theater.

Goals, Actions, & Services

Strategic Planning Details and Accountability

☐ New	☒ Modified	☐ Unchanged

Goal 1	VOCS students will graduate high school prepared to enter into a higher education and/or pursue a career path.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☐ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

In order to assist VOCS students in preparing to enter into a higher education and/or pursue a career path, VOCS will continue to address individual student needs.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1(a): Basic Services – Teachers appropriately assigned and fully credentialed for assignment	100% of VOCS' teachers are appropriately assigned and fully credentialed for assignment.	Maintain 100% of VOCS' teachers to be appropriately assigned and fully credentialed for assignment.	Maintain 100% of VOCS' teachers to be appropriately assigned and fully credentialed for assignment.	Maintain 100% of VOCS' teachers to be appropriately assigned and fully credentialed for assignment.
Priority 1(b): Pupils access to standards-aligned materials	100% of VOCS' students will have access to standards-aligned curriculum/materials.	Maintain 100% of VOCS' students having access to standards-aligned curriculum/materials.	Maintain 100% of VOCS' students having access to standards-aligned curriculum/materials.	Maintain 100% of VOCS' students having access to standards-aligned curriculum/materials.
Priority 1(c): School facilities maintained is good repair	All VOCS facilities have an overall rating of "Exemplary" as indicated on the FIT report.	Maintain all facilities have an overall rating of "Exemplary" as indicated on the FIT.	Maintain all facilities have an overall rating of "Exemplary" as indicated on the FIT.	Maintain all facilities have an overall rating of "Exemplary" as indicated on the FIT.
Priority 2(a): Implementation of State Standards	VOCS maintained a strong parent choice program and determined that 95% of parent educators use CCSS to help guide their instructional day.	Continue to offer CCSS professional development opportunities to VOCS credentialed teachers. Create a base line to determine what	60% of credentialed teachers have attended professional development opportunities in the areas of ELA/ELD and NGSS.	100% of credentialed teachers have attended professional development opportunities in the areas of ELA/ELD and NGSS.

		percentage of credentialed teachers attended CCSS professional development in areas of ELA/ELD and NGSS.		
Priority 2(b): Programs/Services to enable English Learners access to CCSS and ELD standards	Parent educator workshops were created, which allowed English Learners to access the CCSS and ELD standards. Additionally, an instructional tutor was hired to help high school students with English and their other subjects.	Create parent workshops, with EL tutor, to help EL parent educators become familiar with the new ELA/ELD standards. Create an attendance baseline for EL parent educators attending parent workshops.	Continue to create parent workshops to help parent educators with the ELA/ELD curriculum. Increase participation of EL parents by 20%, as evidence of parents attending parent workshops.	Continue to create parent workshops to help parent educators with the ELA/ELD curriculum. Increase participation of EL parents by 20%, as evidence of parents attending parent workshops.
Priority 3(a): Parental Involvement – Efforts to seek parent input in making decisions for district and school sites	100% of VOCS' parent participation is reflected on the Master Agreement. VOCS continued to offer parents different opportunities to offer their input in making decisions for each site by completing surveys, attending table meetings, receiving weekly emails/newsflash/announcements, attending parent workshops, attending Town Hall meetings with administrators, and/or attending the VOCS Board meeting. Based on sign-in sheets, 7.5% of VOCS families attended Town Hall meetings schoolwide, which was an increase of one percent from the previous year.	Maintain 100% of VOCS' parent participation as reflected on the Master Agreement. Continue to provide opportunities for parents to give input about making decisions for each school site by: Completing surveys, receiving weekly updates through Parent Square/emails/newsflash announcements, attending parent workshops and completing surveys after workshops, attending Town Hall meetings with administrators, and/or attending a VOCS Board meeting. Based on sign-in sheets, increase parent participation at Town Hall meetings by one percent.	Maintain 100% of VOCS' parent participation as reflected on the Master Agreement. Continue to provide opportunities for parents to give input about making decisions for each school site by: Completing surveys, receiving weekly updates through Parent Square/emails/newsflash announcements, attending parent workshops and completing surveys after workshops, attending Town Hall meetings with administrators, and/or attending a VOCS Board meeting. Based on sign-in sheets, increase parent participation at Town Hall meetings by one percent.	Maintain 100% of VOCS' parent participation as reflected on the Master Agreement. Continue to provide opportunities for parents to give input about making decisions for each school site by: Completing surveys, receiving weekly updates through Parent Square/emails/newsflash announcements, attending parent workshops and completing surveys after workshops, attending Town Hall meetings with administrators, and/or attending a VOCS Board meeting. Based on sign-in sheets, increase parent participation at Town Hall meetings by one percent.
Priority 3(b): Efforts to seek participation of parents for unduplicated pupils	VOCS continued to offer parents the opportunity to offer their input in making decisions for each site by completing surveys, attending table meetings, receiving weekly emails/newsflash/announcements, attending parent workshops, attending Town Hall meetings with administrators, and/or attending the VOCS Board meeting. A baseline for parent involvement for our unduplicated pupils was created. Three percent of the parents that attended Town Hall meetings were parents of unduplicated	Continue to give voice to unduplicated pupils by having parents complete and return the End of the Year Surveys. Create a baseline data to be used in future years.	Increase parent participation on completed and returned End of the Year Surveys of parents for all students, including unduplicated pupils by 10%.	Increase parent participation on completed and returned End of the Year Surveys of parents for all students, including unduplicated pupils by 10%.

	pupils. This year VOCS will focus on creating a baseline for completed and returned End of the Year Surveys.			
Priority 3(c): Efforts to seek participation of parents for pupils with exceptional needs	This year, 100% of parents of students with exceptional needs attended and participated in scheduled annual, initial, triennial, or as needed basis IEP meetings. Also, 100 % of parents of students with 504s attended scheduled meetings.	Continue to provide opportunities for parents to give input about making decisions for each school site by having parents: Complete surveys, attend table meetings, receive weekly updates through Parent Square/emails/newsflash announcements, and attend Town Hall meetings and/or a VOCS Board meeting. Maintain 100% attendance and participation of parents of students with exceptional needs in scheduled initial, annual, triennial, or as needed IEP meetings.	Continue to provide opportunities for parents to give input about making decisions for each school site by having parents: Complete surveys, attend table meetings, receive weekly updates through Parent Square/emails/newsflash announcements, and attend Town Hall meetings and/or a VOCS Board meeting. Maintain 100% attendance and participation of parents of students with exceptional needs in scheduled initial, annual, triennial, or as needed IEP meetings.	Continue to provide opportunities for parents to give input about making decisions for each school site by having parents: Complete surveys, attend table meetings, receive weekly updates through Parent Square/emails/newsflash announcements, and attend Town Hall meetings and/or a VOCS Board meeting. Maintain 100% attendance and participation of parents of students with exceptional needs in scheduled initial, annual, triennial, or as needed IEP meetings.
Priority 4(a): Pupil Achievement – Statewide Assessments (ELA&M)	State wide Assessments: 2016 CAASPP Results: "Standard Not Met" - ELA and Math **ELA**　　　**Math** 3rd　52%　　3rd　52% 4th　47%　　4th　38% 5th　31%　　5th　51% 6th　37%　　6th　49% 7th　26%　　7th　40% 8th　32%　　8th　48% 11th　9%　　11th　42% **Subgroup Overall Scores:** Socioeconomically Disadvantaged: ELA – 43%　　Math – 62% English Learners: ELA – 34%　　Math – 45% Hispanic: ELA – 37%　　Math – 48% Special Education: ELA – 69%　　Math – 79%	Continue to focus on "Standard Not Met" in both ELA and Math. Decrease all grade levels by 1% in both ELA and Math. **Subgroup Overall Scores:** Socio Disadvantaged: ELA: Decrease from 43% to 42% Math: Decrease from 62% to 61% English Learners: ELA: Decrease from 34% to 33% Math: Decrease from 45% to 44% Hispanic: ELA: Decrease from 37% to 36% Math: Decrease from 48% to 47% Special Education: ELA: Decrease from 69% to 68%　　Math: Decrease from 79% to 78%	Continue to focus on "Standard Not Met" in both ELA and Math. Decrease all grade levels by 1% in both ELA and Math. **Subgroup Overall Scores:** Socio Disadvantaged: ELA: Decrease from 42% to 41% Math: Decrease from 61% to 60% English Learners: ELA: Decrease from 33% to 32% Math: Decrease from 45% to 44% Hispanic: ELA: Decrease from 36% to 35% Math: Decrease from 48% to 47% Special Education: ELA: Decrease from 68% to 67%　　Math: Decrease from 78% to 77%	Continue to focus on "Standard Not Met" in both ELA and Math. Decrease all grade levels by 1% in both ELA and Math. **Subgroup Overall Scores:** Socio Disadvantaged: ELA: Decrease from 41% to 40% Math: Decrease from 60% to 59% English Learners: ELA: Decrease from 32% to 31% Math: Decrease from 44% to 43% Hispanic: ELA: Decrease from 35% to 34% Math: Decrease from 47% to 46% Special Education: ELA: Decrease from 67% to 66% Math: Decrease from 77% to 76%
Priority 4(b): Pupil Achievement - API	This measure is not being provided by the state at this time.	This measure is not being provided by the state at this time.	This measure is not being provided by the state at this time.	This measure is not being provided by the state at this time.

Priority 4(c): Pupil Achievement – Percentage of pupils completing A-G or CTE sequences/programs	The percentage of pupils completing A-G or CTE sequences/programs increased from 15.5% to 18.3.	Increase from 18.3% to 19%.	Increase from 19% to 19.5%.	Increase from 19.5% to 20%.
Priority 4(d): Pupil Achievement – Percentage of pupils making progress towards English proficiency	Pupils making progress towards English proficiency increased from 40% to 50%.	Increase from 50% to 51%.	Increase from 51% to 52%.	Increase from 52% to 53%.
Priority 4(e): Pupil Achievement – EL reclassification rate	English Learner reclassification rate: 17%.	Increase from 17% to 17.5%.	Increase from 17.5% to 18%.	Increase from 18% to 18.5%.
Priority 4(f): Pupil Achievement – Percentage of pupils passing AP exams with 3 or higher	Percentage of pupils passing AP exam with a 3 or higher: 67%	Increase from 67% to 68%.	Increase from 68% to 69%.	Increase from 69% to 70%.
Priority 4(g): Pupil Achievement – Percentage of pupils who participate in and demonstrate college preparedness on EAP	Percentage of pupils who participate in and demonstrate college preparedness on EAP: ELA – 14% Math – 7%	Increase ELA from 14% to 15% Increase Math from 7% to 8%	Increase both ELA and Math 1%.	Increase both ELA and Math 1%.
Priority 5(a): Pupil Engagement – School Attendance Rates	Due to nature of VOCS, the student attendance rate remains at 99%.	Maintain student attendance rate of 99%.	Maintain student attendance rate of 99%.	Maintain student attendance rate of 99%.
Priority 5(b): Pupil Engagement – Chronic Absenteeism Rate	VOCS maintained a Chronic Absenteeism Rate of 0%.	Maintain a Chronic Absenteeism Rate of 0%.	Maintain a Chronic Absenteeism Rate of 0%.	Maintain a Chronic Absenteeism Rate of 0%.
Priority 5(c): Pupil Engagement – Middle School Dropout Rate	VOCS maintained a Middle School Dropout Rate of 0%.	Maintain a Middle School Dropout Rate of 0%.	Maintain a Middle School Dropout Rate of 0%.	Maintain a Middle School Dropout Rate of 0%.
Priority 5(d): Pupil Engagement – High School Dropout Rate	VOCS High School Dropout Rate: 2% Current County Rate: 12.2 Data reported last year was incorrect and should have stated 14.5% for the High School Dropout Rate. This year, VOCS based the High School Dropout	Continue to maintain VOCS High School Dropout Rate below the Current County Rate.	Continue to maintain VOCS High School Dropout Rate below the Current County Rate.	Continue to maintain VOCS High School Dropout Rate below the Current County Rate.

	Rate off the number of students enrolled and dropped from our program throughout the school year.			
Priority 5(e): Pupil Engagement – High School Graduation Rate	VOCS High School Graduation Rate: 80.3% Percentage based on CA Dashboard.	Increase VOCS High School Graduation Rate from 80.3% to 81%.	Increase VOCS High School Graduation Rate one percent.	Increase VOCS High School Graduation Rate one percent.
Priority 7(a): Course Access – Pupils have access to and are enrolled in a broad course of study	VOCS provided 100% access to a broad course of study to all students as defined by EC 51210/512220.	Continue to provide 100% access to a broad course of study to all VOCS students as defined by *EC* sections 51210 and 51220(a)-(i)	Continue to provide 100% access to a broad course of study to all VOCS students as defined by *EC* sections 51210 and 51220(a)-(i)	Continue to provide 100% access to a broad course of study to all VOCS students as defined by *EC* sections 51210 and 51220(a)-(i)
Priority 7(b): Course Access – Programs and services developed and provided to unduplicated pupils	VOCS created parent educator workshops to help support students and parent educators. Parent involvement for our unduplicated was 48% one as evidenced by the number of parents attending these parent educator workshops, which is a one percent increase from last year. Lastly, VOCS maintained community relationships with Stars Theater, CALM, and KCM; plus, VOCS added KHSD Little Harvey Theater.	Continue to create parent educator workshops to help support EL students and parent educators. Increase parent participation by one percent, as evidence by the number of parents attending parent workshops. Continue to maintain community partnerships.	Continue to create parent educator workshops to help support EL students and parent educators. Increase parent participation by one percent, as evidence by the number of parents attending parent workshops. Continue to maintain community partnerships.	Continue to create parent educator workshops to help support EL students and parent educators. Increase parent participation by one percent, as evidence by the number of parents attending parent workshops. Continue to maintain community partnerships.
Priority 7(c): Course Access – Programs and services developed and provided to individuals with exceptional needs	VOCS created parent educator workshops to help support parent educators with pupils with exceptional needs. Topics included: Distracted Learners, Struggling Readers, Surfing the Strong Sees of Life, Reading Games, and Parenting Strategies for Homeschool Success. 30% of VOCS parents attended parent educator workshops and four percent of the attendees were from parents with pupils with exceptional needs.	Continue to create parent educator workshops to help support parent educators with pupils with exceptional needs. Increase parent participation by one percent, as evidence by the number of parents attending parent workshops.	Continue to create parent educator workshops to help support parent educators with pupils with exceptional needs. Increase parent participation by one percent, as evidence by the number of parents attending parent workshops.	Continue to create parent educator workshops to help support parent educators with pupils with exceptional needs. Increase parent participation by one percent, as evidence by the number of parents attending parent workshops.

Priority 8: Pupil Outcomes	VOCS students that were continuously enrolled accessed STAR Renaissance at least two times within the school year. This year, 655 students tested schoolwide, with 472 students testing two times or more throughout the year. 72% of VOCS students accessed STAR Renaissance and this percentage will be used as a baseline for next year.	Continue to assess students that are continuously enrolled, using STAR Renaissance, at least two times within the school year. Increase access by one percent and continue to use data to assist parent educators.	Continue to assess students that are continuously enrolled, using STAR Renaissance, at least two times within the school year. Increase access by one percent and continue to use data to assist parent educators.	Continue to assess students that are continuously enrolled, using STAR Renaissance, at least two times within the school year. Increase access by one percent and continue to use data to assist parent educators.

Action **1A**

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:_____

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
VOCS will maintain community partnerships.	VOCS will maintain community partnerships.	VOCS will maintain community partnerships.

BUDGETED EXPENDITURES

	2017-18		**2018-19**		**2019-20**
Amount	$50,000	Amount	$50,000	Amount	$50,000
Source	Sup/Con	Source	Sup/Con	Source	Sup/Con
Budget Reference	Services and Other Operating Expenditures	Budget Reference	Services and Other Operating Expenditures	Budget Reference	Services and Other Operating Expenditures

Action **1B**

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:_____

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
Purchase ELA/ELD curriculum for K-12th grades based on needs. Continue to investigate supplemental online resources for purchase.	Purchase additional ELA/ELD and Math curriculum, materials, on-line resources for K-12th grades based on needs.	Continue to purchase additional ELA/ELD and Math curriculum, materials, on-line resources for K-12th grades based on needs.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	(a.) $50,000 / (b.) $50,000	Amount	(a.) $30,000 / (b.) $30,000	Amount	(a.) $30,000 / (b.) $30,000
Source	(a.) Sup/Con / (b.) Lottery	Source	(a.) Sup/Con / (b.) Lottery	Source	(a.) Sup/Con / (b.) Lottery
Budget Reference	(a.) Books/Supplies (b.) Books/Supplies	Budget Reference	(a.) Books/Supplies (b.) Books/Supplies	Budget Reference	(a.) Books/Supplies (b.) Books/Supplies

Action   **1C**

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:_____

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
Provide professional development/learning opportunities and training in all content areas for teaching staff and parent educators based on input from VOCS teaching staff and from parents at Town Hall meetings.	Continue to provide professional development/learning opportunities and training for teaching staff and parent educators.	Continue to provide professional development/learning opportunities and training for teaching staff and parent educators.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$10,000	Amount	$10,000	Amount	$10,000
Source	Sup/Con	Source	Sup/Con	Source	Sup/Con
Budget Reference	Services and Other Operating Exp.	Budget Reference	Services and Other Operating Exp.	Budget Reference	Services and Other Operating Exp.

Action 1D

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 spans:_____	☐ Specific Schools:_____	☐ Specific Grade

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continue to train and educate staff members about available EL resources and strategies, so they can assist parent educators.	Continue to train and educate staff members about available EL resources and strategies, so they can assist parent educators.	Continue to train and educate staff members about available EL resources and strategies, so they can assist parent educators.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$1,500	Amount	$1,500	Amount	$1,500
Source	Sup/Con	Source	Sup/Con	Source	Sup/Con
Budget Reference	Services and Other Operating Exp.	Budget Reference	Services and Other Operating Exp.	Budget Reference	Services and Other Operating Exp.

Action **1E**

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 spans:_____ ☐ Specific Schools:_____ ☐ Specific Grade

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continue to purchase EL curriculum, materials, and on-line resources, as needed, to improve language acquisition.	Continue to purchase EL curriculum, materials, and on-line resources, as needed, to improve language acquisition.	Continue to purchase EL curriculum, materials, and on-line resources, as needed, to improve language acquisition.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$5,000	Amount	$3,000	Amount	$3,000
Source	Sup/Con	Source	Sup/Con	Source	Sup/Con
Budget Reference	Books/Supplies (4300)	Budget Reference	Books/Supplies (4300)	Budget Reference	Books/Supplies (4300)

Action   1F

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 spans:_____ ☐ Specific Schools:_____ ☐ Specific Grade

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continue to update all staff members on how to serve foster youth, and continue collaboration with Foster Youth Services as needed. Purchase additional support material and continue to connect students with peer mentoring programs through KCSOS, as needed.	Continue to update all staff members on how to serve foster youth, and continue collaboration with Foster Youth Services as needed. Purchase additional support material and continue to connect students with peer mentoring programs through KCSOS, as needed.	Continue to update all staff members on how to serve foster youth, and continue collaboration with Foster Youth Services as needed. Purchase additional support material and continue to connect students with peer mentoring programs through KCSOS, as needed.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$1,000	Amount	$1,000	Amount	$1,000
Source	Sup/Con	Source	Sup/Con	Source	Sup/Con
Budget Reference	Books/Supplies (4300)	Budget Reference	Books/Supplies (4300)	Budget Reference	Books/Supplies (4300)

Action   **1G**

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:_____

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
Continue to identify students who are in danger of dropping out and evaluate current practices as they pertain to graduation and drop-out rates.	Continue to identify students who are in danger of dropping out and evaluate current practices as they pertain to graduation and drop-out rates.	Continue to identify students who are in danger of dropping out and evaluate current practices as they pertain to graduation and drop-out rates.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$42,000	Amount	$46,200	Amount	$50,820
Source	Sup/Con	Source	Sup/Con	Source	Sup/Con
Budget Reference	Classified Personnel-Salaries/Bene	Budget Reference	Classified Personnel-Salaries/Bene	Budget Reference	Classified Personnel - Salaries/Bene

Action   **1H**

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: 7-12	

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
Continue to provide academic planning and counseling on a semester basis for 7th- 12th grade students with the help of a part-time counselor.	Continue to provide academic planning and counseling on a semester basis for 7th- 12th grade students with the help of a part-time counselor.	Continue to provide academic planning and counseling on a semester basis for 7th- 12th grade students with the help of a part-time counselor.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$55,000	Amount	$60,500	Amount	$66,550
Source	Sup/Con	Source	Sup/Con	Source	Sup/Con
Budget Reference	Certificated Personnel-Salaries/Bene	Budget Reference	Certificated Personnel-Salaries/Bene	Budget Reference	Certificated Personnel - Salaries/Bene

Action   **1I**

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:

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: High Schools-Bakersfield/Tehachapi ☒ Specific Grade spans:_9-12_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continue to identify students who are in danger of dropping out and provide on-site academic interventions and programs to support at risk students at both high schools.	Continue to identify students who are in danger of dropping out and provide on-site academic interventions and programs to support at risk students at both high schools.	Continue to identify students who are in danger of dropping out and provide on-site academic interventions and programs to support at risk students at both high schools.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$121,000	Amount	$133,100	Amount	$146,400
Source	Sup/Con	Source	Sup/Con	Source	Sup/Con
Budget Reference	Certificated Personnel-Salaries/Bene	Budget Reference	Certificated Personnel-Salaries/Bene	Budget Reference	Certificated Personnel - Salaries/Bene

Action   **1J**

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:_____

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
Continue to purchase and upgrade technology, as needed, at each site to ensure 21st Century Skills.	Continue to purchase and upgrade technology, as needed, at each site.	Continue to purchase and upgrade technology, as needed, at each site.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$90,000	Amount	$90,000	Amount	$90,000
Source	Sup/Con	Source	Sup/Con	Source	Sup/Con
Budget Reference	Services and Other Operating Exp.	Budget Reference	Services and Other Operating Exp.	Budget Reference	Services and Other Operating Exp.

Action   **1K**

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:_____

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
Continue to implement technology training for staff, parent educators, and students.	Continue to implement technology training for staff, parent educators, and students.	Continue to implement technology training for staff, parent educators, and students.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$10,000	Amount	$10,000	Amount	$10,000
Source	Sup/Con	Source	Sup/Con	Source	Sup/Con
Budget Reference	Services and Other Operating Exp.	Budget Reference	Services and Other Operating Exp.	Budget Reference	Services and Other Operating Exp.

Action   **1L**

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:_____

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
Begin the process of evaluating available TK adopted curriculum and materials and begin to purchase TK curriculum and materials based on needs.	Continue purchasing TK adopted curriculum and materials based on needs.	Continue purchasing TK adopted curriculum and materials based on needs

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$30,000	Amount	$30,000	Amount	$30,000
Source	Sup/Con	Source	Sup/Con	Source	Sup/Con
Budget Reference	Books/Supplies	Budget Reference	Books/Supplies	Budget Reference	Books/Supplies

Action   **1M**

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:_____

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
Begin the process of evaluating available NGSS adopted curriculum and materials and begin to purchase NGSS curriculum and materials based on needs.	Continue to purchase NGSS adopted curriculum and materials based on needs.	Continue to purchase NGSS adopted curriculum and materials based on needs.

BUDGETED EXPENDITURES

	2017-18		**2018-19**		**2019-20**
Amount	$30,000	Amount	$30,000	Amount	$30,000
Source	Sup/Con	Source	Sup/Con	Source	Sup/Con
Budget Reference	Books/Supplies	Budget Reference	Books/Supplies	Budget Reference	Books/Supplies

Action 1N

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:_____

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
Begin the process of evaluating Edmentum program and purchase seats, curriculum, and materials based on needs.	Continue to purchase Edmentum seats, curriculum, and materials based on needs.	Continue to purchase Edmentum seats, curriculum, and materials based on needs.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$20,000	Amount	$20,000	Amount	$20,000
Source	Sup/Con	Source	Sup/Con	Source	Sup/Con
Budget Reference	Books/Supplies	Budget Reference	Books/Supplies	Budget Reference	Books/Supplies

☐ New	☐ Modified	☒ Unchanged

Goal 2

All VOCS sites will strive to create and promote a safe and secure school environment that is accessible and conducive to student learning.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

In order to assist VOCS in creating and promoting a safe and secure school environment that is accessible and conducive to student learning, VOCS will continue to address individual site needs.

Priority 6(a): School Climate – Pupil Suspension Rates	Current Suspension Rate: 0%	Maintain 0% Suspension Rate	Maintain 0% Suspension Rate	Maintain 0% Suspension Rate
Priority 6(b): School Climate – Pupil Expulsion Rates	Current Expulsion Rate: 0%	Maintain 0% Expulsion Rate	Maintain 0% Expulsion Rate	Maintain 0% Expulsion Rate
Priority 6(c): School Climate – Other local measures, including surveys of pupils, parents and teachers on the sense of safety	VOCS continued to provide a safe and secure environment for our students, staff, and parents. Additionally, 100% of VOCS staff participated in safety training and conducted safety drills. VOCS also maintained a Comprehensive Safety Plan for each site.	Continue to provide a safe and secure environment for our students, staff, and parents. Continue to train 100% of VOCS staff in safety training and conduct safety drills throughout the school year. Maintain a Comprehensive Safety Plan for each site.	Continue to provide a safe and secure environment for our students, staff, and parents. Continue to train 100% of VOCS staff in safety training and conduct safety drills throughout the school year. Maintain a Comprehensive Safety Plan for each site.	Continue to provide a safe and secure environment for our students, staff, and parents. Continue to train 100% of VOCS staff in safety training and conduct safety drills throughout the school year. Maintain a Comprehensive Safety Plan for each site.

PLANNED ACTIONS / SERVICES

Action **2A**

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:_____

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
Continue improvements to all sites to bring a sense of school pride and connectedness through school activities and enhancements to each site.	Continue improvements to all sites to bring a sense of school pride and connectedness through school activities and enhancements to each site.	Continue improvements to all sites to bring a sense of school pride and connectedness through school activities and enhancements to each site.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$5,000	Amount	$5,000	Amount	$5,000
Source	Sup/Con	Source	Sup/Con	Source	Sup/Con
Budget Reference	Services and Other Operating Exp.	Budget Reference	Services and Other Operating Exp.	Budget Reference	Services and Other Operating Exp.

Action   **2B**

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:_____

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
Continue to bring a sense of school pride and connectedness by providing incentives to students.	Continue to bring a sense of school pride and connectedness by providing incentives to students.	Continue to bring a sense of school pride and connectedness by providing incentives to students.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$2,500	Amount	$2,500	Amount	$2,500
Source	Sup/Con	Source	Sup/Con	Source	Sup/Con
Budget Reference	Services and Other Operating Exp.	Budget Reference	Services and Other Operating Exp.	Budget Reference	Services and Other Operating Exp.

Action   **2C**

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:_____

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
Purchase safety materials to supplement emergency supplies at each site.	Continue to purchase safety materials to supplement emergency supplies at each site.	Continue to purchase safety materials to supplement emergency supplies at each site.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$5,000	Amount	$5,000	Amount	$5,000
Source	Sup/Con	Source	Sup/Con	Source	Sup/Con
Budget Reference	Services and Other Operating Exp.	Budget Reference	Services and Other Operating Exp.	Budget Reference	Services and Other Operating Exp.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year   ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds:	$ 511,000	Percentage to Increase or Improve Services:	5.93 %

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).

All services provided at each site will provide priority to those students identified as EL, Low Income, and Foster Youth and benefit all other students as well. Utilization of the supplemental funds to increase student achievement benefits both unduplicated students and all students at VOCS. It also provides all students additional opportunities to enhance the overall academic environment and moves everyone towards 21st century learning access. VOCS will use professional development, supplemental curriculum, technology and equipment, and community partnerships to support all action steps, which will help better serve our unduplicated pupils. Research that supports the use of funds to enhance these areas include:

- PD for teachers/parents – "Cooper, J. Professional Development: An Effective Research-Based Model"
- ELA/ELD, TK Curriculum, NGSS Curriculum – "Eduflow, Up-To-Date Teachers"
- Technology – "Tahnk, J. Why We Need To Embrace Technology In The Classroom Right Now"
- Safety Materials – "Calderon, V. Foster a Sense of Safety in Students by Building Engagement"
- Community Partnerships – "National Center for School Engagement, What Research Says About Family-School-Community Partnerships"
- Identify kids in danger, counseling, interventions – "Mattos, M. Simplifying Response to Intervention/Mattos, M. Pyramid Response to Intervention/ Mattos, M. Uniting Academic and Behavior Interventions"
- Sense of pride activities/incentives – "Willms, J. Student Engagement At School: A Sense of Belonging and Participation"

Additional staff have been specifically assigned based on their targeted training and will allow VOCS to more closely monitor student progress in meeting the needs of low income students, foster youth, and EL student populations. Since our school is designed for home-schooling families, the students live in diverse and sometimes remote areas of Kern County. Therefore, it can be very difficult to differentiate needs for individual unduplicated students. VOCS believes that the professional development offered to our certificated staff, as well as to our parent educators, will benefit all students and can target the additional needs of low income, foster youth and English Learners. Additionally, VOCS has included actions to create trainings tailored to the unique need of our English Learner population. Furthermore, many of VOCS families do not have access to additional curricular materials and current technology, both of which will be purchased with supplemental/concentration grant funds to assist their needs. Finally, more devices and improved technological infrastructure, at all sites, will help to support these students and guarantee variety of curriculum for all students.