2018-19

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)

<u>LCFF Evaluation Rubrics</u>: 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 Contact Name and Title Email and Phone

Valley Oaks Charter School

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Director

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2017-20 Plan Summary The Story

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 in a homeschool environment. 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 1,170 Kern County students in five K-8 programs and two High School programs. Our student population includes our LCFF unduplicated count, including 30% Socioeconomically Disadvantaged, and less than 2% of English Learners, Homeless, and Foster Youth combined.

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 VOCS' accomplishments on the state and local performance indicators (California Dashboard), progress toward LCAP goals, local self-assessment tools, and stakeholder input, Valley Oaks is most proud of meeting all of the goals set on the local performance indicators (Basics - Teachers, Instructional Materials, and Facilitites, Implementation of Academic Standards, Parent Engagement, and Local Climate Survey), increasing professional development opportunities for both credentialed staff and parent educators, maintaining attendance at parent workshops and continuing an open line of communication between all stakeholders. In the area of English Language Art, the California Dashboard reported that All Students performed within the yellow performance level, which is an improvement from last year. Additionally, VOCS is proud of the additional support provided to our English Learner (EL) students, which included adding an additional aide to help high school students in all curricular areas. As for VOCS suspension rate, VOCS is proud to have maintained the highest performance level (Blue) with all student groups. Furthermore, VOCS graduation rate continued to increase, especially for our Hispanic population. With all of these accomplishments, VOCS plans to continue to provide professional development opportunities for both credentialed teachers and parent educators, which will in turn help with student achievement.

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 California Dashboard, VOCS identified the greatest need for improvement in the area of mathematics for All Students, along with improving preparation for college/career. According to the California Dashboard Math Assessment Report, All Students, Hispanic, and White performed in the orange performance level and Socioeconomically Disadvantaged and Students with Disabilities performed in the red level. On the College/Career Report, only 19% of our students

were described as "prepared". In the area of English Language Arts, the California Dashboard reported that All Students performed within the yellow performance level, which is an improvement from last year. Both Socioeconomically Disadvantage and Hispanic populations maintained status and reported in the orange performance level, while our Students with Disabilities declined thirteen points performing in the red level. In both areas of mathematics and English Language Arts, VOCS will continue to investigate different methods to assist credentialed teachers and parent educators. Additionally, VOCS will continue to provide professional development opportunities for credentialed teachers and parent educators focusing on ways improve student achievement in the areas of mathematics and English Language Arts. To assist with the College/Career rate, VOCS will continue to evaluate current practices as they pertain to supporting students planning for life after high school. Support systems and interventions will also be investigated with the help of a part-time counselor. Further, academic planning for VOCS 9th – 12th students will continue, especially for our Hispanic and Socioeconomically Disadvantaged 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 California Dashboard, VOCS identified one student group that performed two or more levels below the All Students category. In the area of English Language Arts (ELA), Students with Disabilities students declined. According the the California Dashboard, All Students performed within the yellow performance area, while our Students with Disabilities students performed within the red performance area declining thirteen points. Although no student groups performed two or more levels below in the area of Math, VOCS recognizes that All Students performed within the orange performance area. Additionally, Socioeconomically Disadvantaged declined eight points and Students with Disabilities declined nine points, placing them both in the red performance area. To assist these student groups in English Language Arts and Math, VOCS will continue to offer tutoring and study skills from credentialed teachers to students and parent educators next year. Additionally, VOCS will continue to use STAR Renaissance to determine any extra support that may be needed in both ELA and Math. Finally, parent educator workshops will continue to be developed and offered to help parent educators in the areas of English Language Arts and Math, especially for our Socioeconomically Disadvantaged Students and Students with Disabilities.

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

Increased or Improved services

Based on stakeholder feedback and research on effective practices, VOCS will continue to provide actions/services for Socioeconomically Disadvantaged, English Learner and Foster Youth students. This will include using a portion of the LCFF supplemental dollars for site allocations, based on the number of unduplicated pupils served at all sites, to implement site specific solutions based on the unique site needs and the site stakeholder input. Significant actions to improve services will include:

- ~Using STAR Renaissance to determine any extra support that may be needed in both English Language Arts and Math.
- ~Offering tutoring and study skills from credentialed teachers to students and parent educators.

- ~Developing and offering parent educator workshops, enrichment opportunities, and resources to assist parent educators.
- ~Continuing to investigate different methods of practice to assist credentialed teachers and parent educators in the areas of English Language Arts and Math.
- ~Providing professional development opportunities for credentialed teachers and parent educators focusing on ways improve student achievement.

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

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

\$10,395,075

\$829,481.00

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.

DESCRIPTION AMOUNT

Total Projected LCFF Revenues for LCAP Year

\$10,295,624

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 prepared to enter into a higher education and/or pursue a career path.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected Actual

Metric/Indicator

Priority 1(a): Basic Services – Teachers appropriately assigned and fully credentialed for assignment

17-18

Maintain 100% of VOCS' teachers to be appropriately assigned and fully credentialed for assignment.

Baseline

100% of VOCS' teachers are appropriately assigned and fully credentialed for assignment.

Metric/Indicator

Priority 1(b): Pupils access to standards-aligned materials

VOCS maintained 100% of its teachers appropriately assigned and credentialed for assignment.

100% of VOCS' pupils had access to standards-aligned curriculum and materials.

Expected Actual

17-18

Maintain 100% of VOCS' students having access to standards-aligned curriculum/materials.

Baseline

100% of VOCS' students will have access to standards-aligned curriculum/materials.

Metric/Indicator

Priority 1(c): School facilities maintained in good repair

17-18

Maintain all facilities have an overall rating of "Exemplary" as indicated on the FIT.

Baseline

All VOCS facilities have an overall rating of "Exemplary" as indicated on the FIT report.

Metric/Indicator

Priority 2(a): Implementation of State Standards

17-18

Continue to offer CCSS professional development opportunities to VOCS credentialed teachers. Create a base line to determine what percentage of credentialed teachers attended CCSS professional development in areas of ELA/ELD and NGSS.

Baseline

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

Metric/Indicator

Priority 2(b): Programs/Services to enable English Learners access to CCSS and ELD standards

17-18

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.

Baseline

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.

VOCS maintained an Exemplary Rating on the FIT report.

VOCS maintained a strong parent choice program and continued to offer CCSS professional development opportunities to VOCS credentialed teachers. For the 17-18 school year, 37% of VOCS credentialed teachers attended professional development training in the areas of ELA/ELD and NGSS.

Additional parent educator workshops were created this year, which provided an opportunity for parent educators with English Learners to access CCSS and educational resources. 33% of TK-8 EL parent educators attended parent workshops, which will be used as an attendance baseline for next year. Additionally, two instructional tutors were hired to help English Learner high school students with English and other core subjects.

Expected

Actual

Metric/Indicator

Priority 3(a): Parental Involvement – Efforts to seek parent input in making decisions for district and school sites

17-18

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.

Baseline

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.

Metric/Indicator

Priority 3(b): Efforts to seek participation of parents for unduplicated pupils

17-18

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.

Baseline

VOCS continued to offer parents the opportunity to share 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 pupils. This year VOCS will focus on creating a baseline for completed and returned End of the Year Surveys.

Metric/Indicator

Priority 3(c): Efforts to seek participation of parents for pupils with exceptional needs

VOCS maintained 100% of parent participation as reflected on the Master Agreement. Additionally, VOCS continued to offer all parents different opportunities to provide suggestions in making decisions by completing surveys, receiving weekly Parent Square notifications/Newsflash announcements/emails, attending table meetings, attending Town Hall meetings, and/or attending the VOCS Board meetings. Based on school-wide Town Hall sign-in sheets, 10% of our families attended Town Hall meetings this year, which is a two and a half percent increase from last year.

VOCS continued to offer all parents different opportunities to provide suggestions in making decisions by completing surveys, receiving weekly Parent Square notifications/emails/newsflash/announcements, attending table meetings, attending Town Hall meetings, and/or attending the VOCS Board meetings. Since the End of the Year Survey is an anonymous survey, where parents can choose to share their name with VOCS or not, it was difficult to create a baseline to see if in fact parents of unduplicated pupils actually answered the survey. Next year, VOCS will offer a paper version of the End of the Year Survey to get a better understanding of the needs of our unduplicated pupils.

For the 2017-18 school year, VOCS maintained 100% of parents of students with exceptional needs attendance and participation in scheduled annual, initial, triennial, or as needed basis IEP meetings. Also, 100 % of parents of students with 504's attended scheduled meetings. Additionally, VOCS

Expected

17-18

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.

Baseline

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.

Metric/Indicator

Priority 4(a): Pupil Achievement – Statewide Assessments (ELA&Math)

17-18

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%

continued to offer parents of students with exceptional needs and parents of students with 504's different opportunities to provide suggestions in making decisions by completing surveys, receiving weekly Parent Square notifications/emails/newsflash/announcements, attending table meetings,

attending Town Hall meetings, and/or attending the VOCS Board meetings.

Actual

VOCS continued to focus on "Standard Not Met in both ELA and Math. Results for each subgroup include:

Subgroup Overall Scores:

Socioeconomically Disadvantaged:

ELA: Decreased from 43% to 38% (5% decrease) Math: Increased from 62% to 65% (3% increase)

Ever English Learners:

ELA: Increased from 34% to 35% (1% increase) Math: Increased from 45% to 64% (19% increase)

Hispanic:

ELA: Decreased from 37% to 34% (3% decrease) Math: Increased from 48% to 57% (9% increase)

Students with Disability:

ELA: Decreased from 69% to 66% (3% decrease) Math: Increased from 79% to 85% (6% increase)

State wide Assessments: 2017 CAASPP Results: "Standard Not Met" - ELA/Math

Expected

Actual

Baseline

State wide Assessments: 2016 CAASPP Results:

"Standard Not Met" - ELA/Math

ELA	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%

Metric/Indicator

Priority 4(b): Pupil Achievement - API

17-18

This measure is not being provided by the state at this time.

Baseline

This measure is not being provided by the state at this time.

Metric/Indicator

Priority 4(c): Pupil Achievement – Percentage of pupils completing A-G or CTE sequences/programs

17-18

Increase from 18.3% to 19%.

ELA					Math		
2015	2016	2017		2015	2016	2017	
3rd	39%	52%	39%	3rd	42%	52%	48%
4th	45%	47%	53%	4th	45%	38%	57%
5th	33%	31%	43%	5th	57%	51%	61%
6th	32%	37%	39%	6th	48%	49%	49%
7th	30%	26%	26%	7th	35%	40%	45%
8th	19%	32%	21%	8th	42%	48%	51%
11th	5%	9%	11%	11th	43%	42%	56%

Subgroup Overall Scores:

Socioeconomically Disadvantaged:

ELA - 38% Math - 65%

Ever English Learners:

ELA - 35% Math - 64%

Hispanic:

ELA – 34% Math – 57%

Students with Disability:

ELA - 66% Math - 85%

This measure is not being provided by the state at this time.

Out of 52 graduates, 19% of VOCS students met the A-G requirements, which is a .7% increase. At this time, VOCS does not have CTE Pathways that can be tracked.

Expected	Actual
Baseline The percentage of pupils completing A-G or CTE sequences/programs increased from 15.5% to 18.3.	
Metric/Indicator Priority 4(d): Pupil Achievement – Percentage of pupils making progress towards English proficiency	With the implementation of ELPAC, a new baseline is needed.
17-18 Increase from 50% to 51%.	
Baseline Pupils making progress towards English proficiency increased from 40% to 50%.	
Metric/Indicator Priority 4(e): Pupil Achievement – EL reclassification rate	According to the CALPADS report, VOCS EL reclassification rate was 33%, which is an increase from last year.
17-18 Increase from 17% to 17.5%.	
Baseline English Learner reclassification rate: 17%.	
Metric/Indicator Priority 4(f): Pupil Achievement – Percentage of pupils passing AP exams with 3 or higher	At VOCS, 50% of pupils passed AP exams with a score of three or higher, which is a decrease from last year.
17-18 Increase from 67% to 68%.	
Baseline Percentage of pupils passing AP exam with a 3 or higher: 67%	
Metric/Indicator Priority 4(g): Pupil Achievement – Percentage of pupils who participate in and demonstrate college preparedness on EAP	Percentage of pupils that scored a four - Standard Exceeded - on the CAASPP:
17-18 Increase ELA from 14% to 15%	ELA - 20.31% (6% Increase) Math - 1.56% (5% Decrease)
Increase Math from 7% to 8%	Mail 1.0070 (070 Decirease)

Expected	Actual
Baseline Percentage of pupils who participate in and demonstrate college preparedness on EAP: ELA – 14% Math – 7%	
Metric/Indicator Priority 5(a): Pupil Engagement – School Attendance Rates 17-18 Maintain student attendance rate of 99%. Baseline Due to nature of VOCS, the student attendance rate remains at 99%.	VOCS maintained 99% student attendance rate again this year.
Metric/Indicator Priority 5(b): Pupil Engagement – Chronic Absenteeism Rate 17-18 Maintain a Chronic Absenteeism Rate of 0%. Baseline VOCS maintained a Chronic Absenteeism Rate of 0%.	Due to the nature of the program, VOCS maintained a 0% Chronic Absenteeism Rate.
Metric/Indicator Priority 5(c): Pupil Engagement – Middle School Dropout Rate 17-18 Maintain a Middle School Dropout Rate of 0%. Baseline VOCS maintained a Middle School Dropout Rate of 0%.	VOCS maintained a 0% Middle School Dropout Rate this year.
Metric/Indicator Priority 5(d): Pupil Engagement – High School Dropout Rate 17-18 Continue to maintain VOCS High School Dropout Rate below the Current County Rate.	VOCS High School Dropout Rate: 4% Current High School Dropout Rate for Kern County: 11% VOCS maintained a High School Dropout Rate below the current Kern County High School Dropout Rate.

Expected Actual

Baseline

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.

Metric/Indicator

Priority 5(e): Pupil Engagement - High School Graduation Rate

17-18

Increase VOCS High School Graduation Rate from 80.3% to 81%.

Baseline

VOCS High School Graduation Rate: 80.3% Percentage based on CA Dashboard.

Metric/Indicator

Priority 7(a): Course Access – Pupils have access to and are enrolled in a broad course of study

17-18

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)

Baseline

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

Metric/Indicator

Priority 7(b): Course Access – Programs and services developed and provided to unduplicated pupils

17-18

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.

According to the California Dashboard, VOCS reported a 83.8% graduation rate, which was a 2.9% increase.

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

New parent educator workshops were created to help support EL parent educators and their students. Parent involvement from our EL parent educators was 33% as indicated by the numbers of parents attending TK-8 parent educator workshops. Additionally, VOCS maintained community relationships with CALM, KCM, KHSD Little Harvey Theater and added the Maturango Museum to our partnerships.

Expected Actual

Baseline

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.

Metric/Indicator

Priority 7(c): Course Access – Programs and services developed and provided to individuals with exceptional needs

17-18

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.

Baseline

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.

Metric/Indicator

Priority 8: Pupil Outcomes

17-18

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.

Baseline

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.

Additional and new parent educator workshops were created to help support parent educators with pupils with exceptional needs. Topics included: Let's Focus, Writing for Middle Schoolers, Reading Comprehension across the Domains, Developmental Progression, and Fun with Math. Overall, parent participation was increased by one percent as evidence by the number of parents indicated on sign-in sheets.

VOCS continued to assess students that were continuously enrolled using STAR Renaissance. Efforts were made to assess every student at least two times within the school year. This year, 587 students tested schoolwide, with 326 students testing two times or more throughout the year. 56% of VOCS students accessed STAR Renaissance at least two times this year and this percentage is a decrease from last year.

Actions / Services

parents at Town Hall meetings.

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
VOCS will maintain community partnerships.	VOCS maintained community partnerships with CALM, Little Harvey Theater, and KCM. Additionally, VOCS started a	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$50,000	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$58,200
	partnership with Maturango Museum and will continue this partnership next year.		
Action 2			
Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase ELA/ELD curriculum for K-12th grades based on needs. Continue to investigate	VOCS purchased ELA/ELD curriculum for K-8 grades and continued to investigate	4000-4999: Books And Supplies Supplemental and Concentration \$50,000	4000-4999: Books And Supplies Supplemental and Concentration \$75,000
supplemental online resources for purchase.	supplemental online resources to purchase.	4000-4999: Books And Supplies Lottery \$50,000	4000-4999: Books And Supplies Lottery \$50,000
Action 3			
Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide professional development/learning opportunities and training in all content areas for teaching staff and parent	Based on input from VOCS teaching staff and parent educators, professional development/learning opportunities	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$10,000	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$7,161
educators based on input from VOCS teaching staff and from	were provided in all content areas.		

Planned Actions/Services

Continue to train and educate staff members about available EL resources and strategies, so they can assist parent educators.

Actual Actions/Services

VOCS continued to train and educate staff members about EL resources and strategies.
Credentialed teachers attended KCSOS sponsored workshops and that information was shared with other credentialed teachers and EL parent educators.

Budgeted Expenditures

5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$1,500

Estimated Actual Expenditures

5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$0.00

Action 5

Planned Actions/Services

Continue to purchase EL curriculum, materials, and on-line resources, as needed, to improve language acquisition.

Actual Actions/Services

VOCS continued to purchase EL curriculum and materials. On-line resources were used on a free trial basis.

Budgeted Expenditures

4000-4999: Books And Supplies Supplemental and Concentration \$5,000

Estimated Actual Expenditures

4000-4999: Books And Supplies Supplemental and Concentration \$5,000

Action 6

Planned Actions/Services

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.

Actual Actions/Services

As needed, VOCS continued to update staff members on how to serve Foster Youth.

Budgeted Expenditures

4000-4999: Books And Supplies Supplemental and Concentration \$1,000

Estimated Actual Expenditures

4000-4999: Books And Supplies Supplemental and Concentration \$0.00

Planned Actions/Services

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

Actual Actions/Services

VOCS continued to identify students who are in danger of dropping out and evaluated current practices as they pertain to high school graduation and high school drop-out rates.

Budgeted Expenditures

2000-2999: Classified Personnel Salaries Supplemental and Concentration \$42,000

Estimated Actual Expenditures

2000-2999: Classified Personnel Salaries Supplemental and Concentration \$53,000

Action 8

Planned Actions/Services

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

Actual Actions/Services

With the help of a part-time counselor, VOCS continued to provide academic planning and counseling for 9th - 12th grade students.

Budgeted Expenditures

1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$55.000

Estimated Actual Expenditures

1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$55,804

Action 9

Planned Actions/Services

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.

Actual Actions/Services

VOCS continued to identify students who are in danger of dropping out and provided on-site academic interventions and programs to support at risk students at both high schools.

Budgeted Expenditures

1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$121,000

Estimated Actual Expenditures

1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$122,965

Action 10

Planned Actions/Services

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

Actual Actions/Services

As needed, VOCS continued to purchase and upgrade technology at each site.

Budgeted Expenditures

5000-5999: Services And Other Operating Expenditures

Estimated Actual Expenditures

5000-5999: Services And Other Operating Expenditures

		Supplemental and Concentration \$90,000	Supplemental and Concentration \$92,823
Action 11			
Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to implement technology training for staff, parent educators, and students.	VOCS continued to offer and implement technology training for staff, parent educators, and students.	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$10,000	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$5,215
Action 12			
Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Begin the process of evaluating available TK adopted curriculum and materials and begin to purchase TK curriculum and materials based on needs.	VOCS evaluated and purchased TK curriculum and materials.	4000-4999: Books And Supplies Supplemental and Concentration \$30,000	4000-4999: Books And Supplies Supplemental and Concentration \$20,249
Action 13			
Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Begin the process of evaluating available NGSS adopted curriculum and materials and begin to purchase NGSS curriculum and materials based on needs.	VOCS evaluated and purchased NGSS curriculum and materials.	4000-4999: Books And Supplies Supplemental and Concentration \$30,000	4000-4999: Books And Supplies Supplemental and Concentration \$41,383

Planned Actions/Services

Begin the process of evaluating Edmentum program and purchase seats, curriculum, and materials based on needs. Actual Actions/Services

VOCS evaluated and purchased seats, curriculum, and Edmentum materials.

Budgeted Expenditures

4000-4999: Books And Supplies Supplemental and Concentration \$20,000

Estimated Actual Expenditures

4000-4999: Books And Supplies Supplemental and Concentration \$23,689

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 Goal 1 were implemented as planned with a few exceptions due to additional English Language Arts curriculum needs, an additional community partner, and free professional development opportunities. Additionally, VOCS did not have any Foster Youth pupils this year, so actions and services were not needed. Lastly, VOCS credentialed teachers took advantage of the free professional opportunities provided by KCSOS.

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 Disabilities continued to benefit greatly from the Special Education Program Specialist. Additionally, high school students continued to receive academic and social emotional counseling and thrived under the assistance of our part-time counselor. Lastly, all student benefited from the addition of Chromebooks purchased this year, along with the Maturango Museum membership, our new community partner.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

- Action 1: Due to the addition of a new community partner, additional funds were needed.
- Action 2: Additional funds were needed to supplement the ELA/ELD curriculum and materials based on current enrollment.
- Action 3: Professional development costs were lower than anticipated and "free" opportunities were utilized.
- Action 4: No funds were needed because credentialed teachers attended free professional development sponsored by KSCOS.
- Action 6: No funds were needed because VOCS did not have any Foster Youth students this year.
- Action 7: Cost of salaries/benefits were higher than anticipated.
- Action 8: Additional funds were needed due to salaries/benefits.
- Action 9: Additional funds were needed due to salaries/benefits.
- Action 10: Cost of technology needs were higher than anticipated.
- Action 11: Professional development costs were lower than anticipated.
- Action 12: Cost of curriculum and materials were lower than anticipated.
- Action 13: Cost of curriculum and materials were higher than anticipated.
- Action 14: Additional funds were needed to cover all expenses of Edmentum.

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.

VOCS strives to assist all students in graduating from high school prepared to enter into a higher education and/or pursue a career path successfully, as stated in Goal 1. As a result of analyzing actions/services and stakeholder feedback, a few action/services will change to better achieve this goal. Additionally, efforts need to be investigated and implemented to help our Socioeconomically Disadvantaged pupils and Students with Disabilities become more successful in the areas of English Language Arts and Mathematics. Lastly, although ELA and math academic progress was reported lower than desired, VOCS recognizes that on-going professional development/learning, taken by credentialed teachers and parent educators will need to continue to assist with Goal 1.

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 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 Priorities: Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected Actual

Metric/Indicator

Priority 6(a): School Climate – Pupil Suspension Rates

17-18

Maintain 0% Suspension Rate

Baseline

Current Suspension Rate: 0%

Metric/Indicator

Priority 6(b): School Climate - Pupil Expulsion Rates

17-18

Maintain 0% Expulsion Rate

Baseline

Current Expulsion Rate: 0%

Metric/Indicator

Priority 6(c): School Climate – Other local measures, including surveys of

pupils, parents and teachers on the sense of safety

VOCS maintained a 0% Pupil Expulsion Rate.

VOCS maintained a 0% Suspension Rate.

VOCS continued to provide a safe and secure environment for our students, staff, and parents. 100% of VOCS staff participated in safety training and conducted safety drills throughout the school year. Additionally, safety upgrades were made to the front offices at the Bakersfield location, radios were purchased, and ID badges were created for students, staff, and parents. Lastly, VOCS maintained a Comprehensive Safety Plan for each site.

Expected Actual

17-18

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.

Baseline

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.

Actions / Services

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

Action 1

Planned Actions/Services

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

VOCS continued to improve each site's appearance, while bringing a sense of school pride and connectedness through school activities and enhancements.

Budgeted Expenditures

5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$5,000 Estimated Actual Expenditures

5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$5,300

Action 2

Planned Actions/Services

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

Actual
Actions/Services

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

Budgeted Expenditures

5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$2,500 Estimated Actual Expenditures

5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$2,500

Planned Actions/Services

Purchase safety materials to supplement emergency supplies at each site.

Actual Actions/Services

VOCS purchased a variety of safety materials, including radios and upgraded both front offices at the Bakersfield site. Additional emergency supplies need to be purchased next year.

Budgeted Expenditures

5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$5,000

Estimated Actual Expenditures

5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$8,557

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.

Based on stakeholder feedback on the End of the Year Survey, actions and services were deemed effective. 95% of VOCS students reported that VOCS maintains a positive school environment, along with a safe and clean environment. Also, 85% of VOCS students reported feeling connected to VOCS. Parents were also surveyed and 98% reported that VOCS maintains a positive school climate and 95% reported that their student felt connected to VOCS. 99% of VOCS parents also reported that the campus is safe, clean, and in good condition. VOCS staff also participated in the End of the Year Survey and 100% reported that VOCS maintains a positive school climate. 86% of teachers also reported VOCS to be clean, safe and in good condition. Lastly, 96% of VOCS teachers reported feeling valued as an important partner of VOCS. Throughout the survey, it has been noted that the Tehachapi site reported a concern with their facility and efforts are being made to change this situation.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

- Action 1: Additional money was needed to help fund student t-shirt designs.
- Action 3: Additional money was needed to fund front office improvements.

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.

VOCS will strive to continue to make improvements to all sites, to bring a sense of school pride, and to provide incentives for all students to help with school connectedness, as stated in Goal 2. As a result of analyzing actions/services and stakeholder feedback, a few action/services will be modified and/or added to better achieve this goal. School safety will continue to be a focus at all VOCS sites.

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

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

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

TK-12 Parents, including parents for unduplicated pupils and pupils with exceptional needs:

• Parent participation is high and appreciated by VOCS. All parents are able to offer input in making decisions for each site by attending table meetings, attending scheduled appointments and/or Town Hall meetings, receiving

weekly emails and/or Parent Square/Newsflash announcements, and/or completing surveys.

- 100% parent participation is reflected on the VOCS 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 advertised and communicated different collaboration opportunities, such as Parent Workshops, Town Hall meetings, and VOCS Board meetings by sending weekly emails and/or Newsflash/Parent Square announcements,

posting flyers, and/or sharing information at table meetings.

• Parent workshops were also made available to all parents to enhance their teaching skills. Topics of Parent Workshops included: Parent Orientation (8/11/17), Starting the Year Off Right on (8/14/17), Back to School Meet and

Greet (8/11/17), Get it Done (8/16/17), Kick-Off Kamp - 9 different workshops for parents (8/25/17), Parent Ed Conference - 12 different workshops for parents (8/30/17), Getting Techie (9/6/17), Lapbooks to Digital Books with

Discovery Education (9/27/17), Writing for Middle Schoolers (10/25/17), Literacy for Little Learners (11/15/17), Reading Comprehension Across the Domains (12/4/17), Spring Orientation (1/10/18), Winter Kamp - 9 different

workshops (1/17/18), Using MESH to Support Learning (1/31/18), Preparing Students for High School (1/24/18), CAASPP Test Prep (2/21/18), Family Math Games (3/7/18), 8th grade to High School Orientation (3/21/18), Curricula

Review (4/25/18), Understanding A-G & What it Means to be College/Career Bound (5/1/18), and Parent Informational Meeting (5/2/18).

- VOCS Town Hall meetings were scheduled and advertised for the following dates: 11/16/17, 11/27/17, 1/22/18, 2/22/18, 3/15/18, 4/10/18, and 5/2/17
- Parents were also invited to VOCS Board meetings held on: 9/18/17, 11/13/17, 1/22/18, 3/12/18, 5/14/18, and 6/1/18

Students:

• Communication with all students is very important to all of VOCS staff. Students were able to offer input in making decisions for each site by attending monthly table meetings and/or scheduled meetings, completing surveys,

and/or receiving weekly emails/website notifications/Parent Square announcements/Remind texts.

- Enrichment classes and core classes opportunities continued to be available for all students.
- ASB and Jr. ASB conducted meetings throughout the year to discuss needs for the school. Club meetings were also conducted weekly throughout the year and were open to all students.

Certificated Staff:

- Certificated staff communicates with administration through weekly team meetings, individual meetings, schoolwide meetings, emails, on-going professional development opportunities, and the End of Year Survey.
- VOCS staff collaborated throughout the year in different committees including: Professional Development, Curriculum, and Safety.
- Certificated staff were invited to participate in Town Hall meetings scheduled on 11/16/17, 11/27/17, 1/22/18, 2/22/18, 3/15/18, 4/10/18, and 5/2/17.
- Certificated staff also participated in Board meetings held on 9/18/17, 11/13/17, 1/22/18, 3/12/18, 5/14/18, and 6/1/18.

Classified Staff:

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

Community/Partner Agencies:

- VOCS continued to reach out to KCSOS for EL, SELPA, and Curriculum and Instruction services, as needed.
- Partnerships with Bakersfield College and Cerro Coso College were maintained.
- For our high school students, VOCS maintained a partnership with KHSD/Regional Occupational Center (ROC).
- VOCS started a partnership with Maturango Museum this year and continues to partner with CALM and KCM.
- A partnership with KHSD at the Little Harvey Theater was maintained.

• VOCS works with a variety of businesses in Kern County to assist with our Vendor Services Program.

Bargaining Units:

 VOCS met on May 22, 2018 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 focus of VOCS and the following should be considered:

TK-12 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.
- Parent Workshop suggestions: Managing time, focus strategies when at home, subject class workshop, college and career prep.
- Continue communication between VOCS and parent educators using Parent Square.
- Improve VOCS website, so that it is easier for parents to use and consider other means of communication.
- Continue providing opportunities for parents to provide input through surveys, table meetings, scheduled meetings, and/or receiving weekly emails/newsflash/Parent Square announcements.

Students:

- Continue to hold school pride activities.
- · Create and offer career days throughout the year.
- Consider offering more Career Tech/Work Experience classes.
- · Continue and add college field trips.

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, Special Education, Mental Health, and Curriculum Reviews.

Community/Partner Agencies:

• Continue partnerships with KCSOS, Bakersfield College, Cerro Coso College, KHSD/ROC, museums, and local theaters.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

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 Priorities: Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)

Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

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.	Expected: Maintain 100% Actual: Maintained 100%	100%	100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1(b): Pupils access to standards-aligned materials	100% of VOCS' students will have access to standards- aligned curriculum/materials.	Expected: Maintain 100% Actual: Maintained 100%	100%	100%.
Priority 1(c): School facilities maintained is good repair	All VOCS facilities have an overall rating of "Exemplary" as indicated on the FIT report.	Expected: Exemplary rating Actual: Exemplary rating	Exemplary	Exemplary
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.	Expected: Create professional development baseline for VOCS credentialed teachers. Actual: 37%	43%	50%
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.	Expected: Create an attendance baseline for EL Parent Educators attending parent workshops. Actual: 19%	20%	21%
Priority 3(a): Parental Involvement – Efforts to seek parent input in	100% of VOCS' parent participation is reflected on the Master Agreement. VOCS	Expected: 100% parent participation on the Master Agreement. Increase parent	100% and 11%	100% and 12%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
making decisions for district and school sites	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/annou ncements, 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.	participation at Town Hall meetings by one percent. Actual: 100% and 10%		
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/annou ncements, attending parent workshops, attending Town Hall meetings with	Expected: Create an unduplicated pupil baseline for parents completing the End of the Year Surveys. Actual: Due to the surveys being anonymous and online, a baseline could not be created.	Create a baseline by providing a paper copy option of the End of the Year Survey.	Increase baseline by 2%.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	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 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.	Expected: 100% attendance and participation of parents of students with exceptional needs in scheduled initial, annual, triennial, or as needed IEP meetings. Actual: 100%	100%	100%.
Priority 4(a): Pupil Achievement – Statewide Assessments (ELA&Math)	State wide Assessments: 2016 CAASPP Results: "Standard Not Met" - ELA/Math ELA 3rd 52%	Expected: Continue to focus on "Standard Not Met" in both ELA and Math. Decrease all grade levels by 1% in both ELA and Math. 2017 Subgroup Overall Scores:	Subgroup Overall Scores: Socio Disadvantaged: ELA: Decrease from 38% to 37% Math: Decrease from 65% to 64%	Subgroup Overall Scores: Socio Disadvantaged: ELA: Decrease from 37% to 36% Math: Decrease from 64% to 63%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	4th 47% 5th 31% 6th 37% 7th 26% 8th 32% 11th 9% Math 3rd 52% 4th 38% 5th 51% 6th 49% 7th 40% 8th 48% 11th 42% Subgroup Overall Scores: Socioeconomically Disadvantaged: ELA – 43% Math – 62% English Learners: ELA – 34% Math – 45% Hispanic: ELA – 37% Math – 45% Hispanic: ELA – 37% Math – 48% Special Education: ELA – 69% Math – 79%	Expected: Socio Disadvantaged ELA: Decrease from 43% to 42% Math: Decrease from 62% to 61% Actual: Socio Disadvantaged ELA: 38% = 5% decrease Math: 65% = 3% increase Expected: English Learners ELA: Decrease from 34% to 33% Math: Decrease from 45% to 44% Actual: English Learners ELA: 35% = 1% increase Math: 64% = 19% increase Math: 64% = 19% increase Expected Hispanic ELA: Decrease from 37% to 36% Math: Decrease from 48% to 47%	English Learners: ELA: Decrease from 35% to 34% Math: Decrease from 64% to 63% Hispanic: ELA: Decrease from 34% to 33% Math: Decrease from 48% to 47% Students with Disability: ELA: Decrease from 66% to 65% Math: Decrease from 85% to 84%	English Learners: ELA: Decrease from 34% to 33% Math: Decrease from 63% to 62% Hispanic: ELA: Decrease from 33% to 32% Math: Decrease from 47% to 46% Students with Disability: ELA: Decrease from 66% to 64% Math: Decrease from 84% to 83%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		Actual: Hispanic ELA: 34% = 3% decrease Math: 57% = 9% increase		
		Expected: Students with Disability ELA: Decrease from 69% to 68% Math: Decrease from 79% to 78%		
		Actual: Students with Disability ELA: 66% = 3% decrease Math: 85% = 6% increase		
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.	Expected: Increase from 18.3% to 19% Actual: 19%	19.5%	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%.	Expected: Increase from 50% to 51% Actual: No data available, due to number	Create baseline	Increase baseline 1%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		of pupils (14) in subgroup.		
Priority 4(e): Pupil Achievement – EL reclassification rate	English Learner reclassification rate: 17%.	Expected: Increase from 17% to 17.5% Actual: 33%	34%	35%
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%	Expected: Increase from 67% to 68% Actual: 50%	51%	52%
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%	Expected: Increase ELA from 14% to 15% Increase Math from 7% to 8% ELA - 20.31% Math - 1.56	ELA - 22% Math - 3%	ELA - 23% Math - 4%
Priority 5(a): Pupil Engagement – School Attendance Rates	Due to nature of VOCS, the student attendance rate remains at 99%.	Expected: Maintain 99%. Actual: 99%	99%	99%
Priority 5(b): Pupil Engagement – Chronic Absenteeism Rate	VOCS maintained a Chronic Absenteeism Rate of 0%.	Expected: Maintain 0%. Actual: 0%	0%.	0%.
Priority 5(c): Pupil Engagement – Middle School Dropout Rate	VOCS maintained a Middle School Dropout Rate of 0%.	Expected: Maintain 0% Actual: 0%	0%.	0%.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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 Rate off the number of students enrolled and dropped from our program throughout the school year.	Expected: Continue to maintain VOCS High School Dropout Rate below the Current County Rate. Actual: VOCS - 4% County: 11%	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.
Priority 5(e): Pupil Engagement – High School Graduation Rate	VOCS High School Graduation Rate: 80.3% Percentage based on CA Dashboard.	Expected: Increase VOCS High School Graduation Rate from 80.3% to 81% Actual: 83.3%	84%	85%
iority 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.	Expected: Continue to provide 100% access Actual: 100%	100%	100%
Priority 7(b): Course Access – Programs and services developed and	VOCS created parent educator workshops to help support students and parent educators.	Expected: Increase from 48% to 49% Actual: 19%	20% Maintain community partnerships.	21% Maintain community partnerships.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
provided to unduplicated pupils	Parent involvement for our unduplicated was 48% 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.	Actual: Maintained community relationships with CALM, KCM, KHSD Little Harvey Theater and added Maturango Museum.		
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.	Expected: Increase from 30% to 31% Actual: 31%	32%	33%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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.	Expected: Increase from 72% to 73% Actual: 56%	57%	58%

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: N/A

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: N/A

Specific Grade Spans: N/A

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners	LEA-wide	All Schools
Foster Youth	[Add Scope of Services selection here]	[Add Location(s) selection here]
Low Income		
[Add Students to be Served selection here]		

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Purchase ELA/ELD curriculum for K-12th grades based on needs. Continue to investigate supplemental online resources for purchase.	To provide the necessary support/curriculum to unduplicated pupils in need, purchase TK-12 supplemental curriculum and materials. Continue to investigate and purchase supplemental online resources.	Continue to purchase TK-12 supplemental materials, and online resources based on student and subject need.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$50,000	\$80,000	\$80,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	\$50,000	\$80,000	\$80,000
Source	Lottery	Lottery	Lottery
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 2

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

Students to be Served:

Location(s):

(Select from All, Students with Disabilities, or Specific Student Groups)

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Student Groups: N/A

[Add Students to be Served selection here]

Specific Schools: N/A

Specific Grade Spans: N/A

[Add Location(s) selection here]

OR

For Actions/Services	included as contributing	a to meeting the I	ncreased or Improve	d Services Requirement:
	midiadea de continuation	.g .ccgc .		a eer rieee i tequireiment

For Actions/Services included as contributing	For Actions/Services included as contributing to meeting the increased or improved Services Requirement:			
Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)		
English Learners	LEA-wide	All Schools		
Foster Youth	[Add Scope of Services selection here]	[Add Location(s) selection here]		
Low Income				
[Add Students to be Served selection here]				
Actions/Services				
Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20		
Madified Action	Madified Action	Unahangad Action		

Modified Action	Modified Action	Unchanged Action
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2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2017 107(00010)0011000	2010 107(000110/00111000	20 10 20 7 totion 10, 001 violo

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
VOCS will maintain community partnerships.	Provide access to all unduplicated pupils by maintaining community partnerships.	Continue to provide access to all unduplicated pupils by maintaining community partnerships.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$50,000	\$60,000	\$60,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: N/A

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: N/A

Specific Grade Spans: N/A

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth
Low Income

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

Actions/Services

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

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

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

Modified Action

Modified Action

Unchanged Action

2017-18 Actions/Services

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.

2018-19 Actions/Services

To enhance services to unduplicated pupils, continue to provide professional development/learning opportunities and training for teaching staff and parent educators.

2019-20 Actions/Services

Continue to enhance services to unduplicated pupils, by providing professional development/learning opportunities and training for teaching staff and parent educators.

Budgeted Expenditures

Year 2017-18 2018-19

2019-20

Amount	\$10,000	\$10,000	\$10,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 4

educators.

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

Students to be Served:

Students to be Served.

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: N/A

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

I ocation(s)

Specific Schools: N/A

Specific Grade Spans: N/A

[Add Location(s) selection here]

OR

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

Scone of Services:

(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners	LEA-wide	All Schools
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
Actions/Services		
Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to train and educate staff members about available EL resources and strategies, so they can assist parent	Train and educate VOCS staff members about available EL resources and strategies.	Continue to train and educate VOCS staff members about available EL resources and strategies.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,500	\$1,000	\$1,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 5

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: N/A

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: N/A

Specific Grade Spans: N/A

[Add Location(s) selection here]

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) Location(s): (Select from All Schools, Specific Schools Specific Grade Spans)	
English Learners [Add Students to be Served selection here]	LEA-wide [Add Scope of Services selection here]	All Schools [Add Location(s) selection here]

Actions/Services		
Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to purchase EL curriculum, materials, and on-line resources, as needed, to improve language acquisition.	Continue to purchase supplemental EL curriculum, materials, and on-line	Continue to purchase supplemental EL curriculum, materials, and on-line

resources, as needed, to improve	resources, as needed, to improve
language acquisition.	language acquisition.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$3,000	\$3,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 6

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: N/A

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: N/A

Specific Grade Spans: N/A

[Add Location(s) selection here]

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Foster Youth [Add Students to be Served selection here]	LEA-wide [Add Scope of Services selection here]	All Schools [Add Location(s) selection here]
Actions/Services		
Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

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

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$1,000	\$1,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 7

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

Students to be Served:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: N/A

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: N/A

Specific Grade Spans: N/A

[Add Location(s) selection here]

OR

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

(Select from English Learners, Foster Youth, and/or Low Income) English Learners Foster Youth Low Income [Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to identify students who are in danger of dropping out and evaluate current practices as they pertain to graduation and drop-out rates.	With the addition of classified support staff, continue to identify students who are in danger of dropping out and evaluate current practices and provide academic planning techniques, giving priority to unduplicated students.	With the addition of classified support staff, continue to identify students who are in danger of dropping out and evaluate current practices and provide academic planning techniques, giving priority to unduplicated students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$42,000	\$53,000	\$55,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries and Benefits	2000-2999: Classified Personnel Salaries and Benefits	2000-2999: Classified Personnel Salaries and Benefits

Action 8

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: N/A

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: N/A

Specific Grade Spans: N/A

[Add Location(s) selection here]

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners	LEA-wide	All Schools
Foster Youth	[Add Scope of Services selection here]	Specific Grade Spans: 7-12
Low Income		[Add Location(s) selection here]
[Add Students to be Served selection here]		

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to provide academic planning and counseling on a semester basis for 7th- 12th grade students with the help of a part-time counselor.	Giving priority to unduplicated students, continue to provide academic planning and counseling on a semester basis, with the help of a part-time counselor.	Giving priority to unduplicated students, continue to provide academic planning and counseling on a semester basis, with the help of a part-time counselor.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$55,000	\$60,500	\$66,550
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries and Benefits	1000-1999: Certificated Personnel Salaries and Benefits	1000-1999: Certificated Personnel Salaries and Benefits

Action 9

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

Students to be Served:

(Select from All. Students with Disabilities, or Specific Student Groups)

Specific Student Groups: N/A

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: N/A

Specific Grade Spans: N/A

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth Low Income

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

Actions/Services

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

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

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

Modified Action

Modified Action

Unchanged Action

2017-18 Actions/Services

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.

2018-19 Actions/Services

With the addition of a Program Specialist, giving priority to unduplicated pupils, continue to identify students who are in danger of dropping out and provide on-site academic interventions and programs.

2019-20 Actions/Services

With the addition of a Program Specialist, giving priority to unduplicated pupils, continue to identify students who are in danger of dropping out and provide on-site academic interventions and programs.

Budgeted Expenditures

2017-18 Year \$121,000 Amount

2018-19 \$133,100

2019-20 \$146,400

Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries and Benefits	1000-1999: Certificated Personnel Salaries and Benefits	1000-1999: Certificated Personnel Salaries and Benefits

Action 10

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: N/A

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: N/A

Specific Grade Spans: N/A

[Add Location(s) selection here]

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income [Add Students to be Served selection here]	LEA-wide [Add Scope of Services selection here]	All Schools [Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to purchase and upgrade technology, as needed, at each site to ensure 21st Century Skills.	To better serve our unduplicated pupils, VOCS will continue to purchase and upgrade technology, as needed, at each site.	To better serve our unduplicated pupils, continue to purchase and upgrade technology, as needed, at each site.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$90,000	\$90,000	\$90,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 11

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: N/A

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: N/A

Specific Grade Spans: N/A

[Add Location(s) selection here]

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income [Add Students to be Served selection here]	LEA-wide [Add Scope of Services selection here]	All Schools [Add Location(s) selection here]

Actions/Services

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

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

To better serve our unduplicated pupils, VOCS will continue to provide professional development opportunities in the area of technology for staff, parent educators, and students.

To better serve our unduplicated pupils, continue to provide professional development opportunities in the area of technology for staff, parent educators, and students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$10,000	\$10,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 12

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

ΑII

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	Specific Schools: N/A Specific Grade Spans: N/A [Add Location(s) selection here]

Actions/Services

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

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

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

New Action	Modified Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Begin the process of evaluating available TK adopted curriculum and materials and begin to purchase TK curriculum and materials based on needs.	N/A - Action combined with Action 1	N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$30,000	N/A	N/A
Source	Supplemental and Concentration		
Budget Reference	4000-4999: Books And Supplies	Not Applicable	Not Applicable

Action 13

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: N/A

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: N/A

Specific Grade Spans: N/A

[Add Location(s) selection here]

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners	LEA-wide	All Schools
Foster Youth	[Add Scope of Services selection here]	[Add Location(s) selection here]
Low Income		
[Add Students to be Served selection here]		

Actions/Services

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

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

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

Modified Action

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

Unchanged Action

2018-19 Actions/Services

2017-18 Actions/Services

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 supplemental curriculum and materials to support individual needs of unduplicated pupils.

Continue to purchase NGSS supplemental curriculum and materials to support individual needs of unduplicated pupils.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$30,000	\$30,000	\$30,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 14

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: N/A

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: N/A

Specific Grade Spans: N/A

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners	LEA-wide	All Schools
Foster Youth	[Add Scope of Services selection here]	[Add Location(s) selection here]
Low Income		
[Add Students to be Served selection here]		

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Begin the process of evaluating Edmentum program and purchase seats, curriculum, and materials based on needs.	Since unduplicated pupils have less access to technology, hire an independent study teacher to provide additional support. Continue to purchase Edmentum seats, curriculum, and materials based on student needs. Investigate and purchase other online supplemental resources.	Since unduplicated pupils have less access to technology, maintain an independent study teacher to provide additional support. Continue to purchase Edmentum seats, curriculum, and materials based on student needs. Investigate and purchase other online supplemental resources.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$20,000	\$60,000	\$60,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Action 15

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Student Groups: N/A

[Add Students to be Served selection here]

Specific Schools: N/A

Specific Grade Spans: N/A

[Add Location(s) selection here]

OR

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

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:					
Students to k (Select from Eng and/or Low Income	llish Learners, Foster Youth,	(Select fr	of Services: om LEA-wide, Schoolwide, or Limited to ated Student Group(s))	(Sel	cation(s): ect from All Schools, Specific Schools, and/or cific Grade Spans)
English Learner Foster Youth Low Income [Add Students	ers s to be Served selection here]	LEA-wi	de cope of Services selection here]	S	pecific Schools: Bakersfield High School pecific Grade Spans: 9-12 add Location(s) selection here]
Actions/Service	ces				
Select from Ne for 2017-18	w, Modified, or Unchanged	Select fro for 2018-	om New, Modified, or Unchanged 19		ct from New, Modified, or Unchanged 019-20
		New Action		М	odified Action
2017-18 Action	ns/Services	2018-19	Actions/Services	2019	9-20 Actions/Services
N/A		Hire an Independent Study teacher to better serve students using Edmentum and other online supplemental resources, giving priority to unduplicated pupils.		Edi res Stu	ntinue to serve students using mentum and other online supplemental ources with the help of an Independent dy teacher, giving priority to duplicated pupils.
Budgeted Exp	enditures				
Year	2017-18				2019-20
Amount	N/A	83,381.00			83,381.00
Source			Supplemental and Concentration		Supplemental and Concentration
Budget Reference			1000-1999: Certificated Personne Salaries and Benefits	el	1000-1999: Certificated Personnel Salaries and Benefits

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Unchanged Goal

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 Priorities: Priority 6: School Climate (Engagement)

Local Priorities:

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.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 6(a): School Climate – Pupil Suspension Rates	Current Suspension Rate: 0%	Expected: Maintain 0% Suspension Rate Actual: 0%	0%	0%
Priority 6(b): School Climate – Pupil Expulsion Rates	Current Expulsion Rate: 0%	Expected: Maintain 0% Expulsion Rate Actual: 0%	0%	0%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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.	Expected: Train 100% of VOCS staff in safety training and conduct safety drills throughout the school year. Maintain a Comprehensive Safety Plan for each site. Actual: 100% VOCS staff trained and a Comprehensive Safety Plan remained at each site.	100% and Comprehensive Safety Plan in place	100% and Comprehensive Safety Plan in place

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: N/A

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: N/A

Specific Grade Spans: N/A

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners	LEA-wide	All Schools
Foster Youth	[Add Scope of Services selection here]	[Add Location(s) selection here]
Low Income		
[Add Students to be Served selection here]		

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue improvements to all sites to bring a sense of school pride and connectedness through school activities and enhancements to each site.	Unduplicated students are more likely to struggle with engagement in school; therefore, VOCS will continue improvements to all sites to bring a sense of school pride and connectedness through school activities and enhancements to each site.	Unduplicated students are more likely to struggle with engagement in school; therefore, VOCS will continue improvements to all sites to bring a sense of school pride and connectedness through school activities and enhancements to each site.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$10,000	\$10,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 2

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

Students to be Served:

(Select from All. Students with Disabilities, or Specific Student Groups)

Specific Student Groups: N/A

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: N/A

Specific Grade Spans: N/A

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

Actions/Services

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

Select from New, Modified, or Unchanged

for 2018-19

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

Unchanged Action

Modified Action

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

Unduplicated students are more likely to struggle with engagement in school; therefore, VOCS will continue to bring a sense of school pride and connectedness by providing incentives to students.

2019-20 Actions/Services

Unduplicated students are more likely to struggle with engagement in school; therefore, VOCS will continue to bring a sense of school pride and connectedness by providing incentives to students.

Budgeted Expenditures

2017-18 Year

Amount

\$2.500

2018-19

\$2.500

2019-20

\$2.500

Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)	
All	All Schools	
[Add Students to be Served selection here]	[Add Location(s) selection here]	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)	
[Add Students to be Served selection here]	[Add Scope of Services selection here]	Specific Schools: N/A Specific Grade Spans: N/A [Add Location(s) selection here]	
Actions/Services			
Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20	
New Action	Modified Action	Modified Action	
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services	
Purchase safety materials to supplement emergency supplies at each site.	Continue to purchase safety materials to supplement emergency supplies at each site, including first aid kits for every classroom.	Continue to purchase safety materials to supplement emergency supplies at each site.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$5,000	\$5,000
Source	Supplemental and Concentration	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

ΑII

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Bakersfield Specific Grade Spans: TK-12 [Add Location(s) selection here]

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	Specific Schools: N/A Specific Grade Spans: N/A [Add Location(s) selection here]

Actions/Services

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

N/A	To assist VOCS in creating and promoting a safe and secure school environment that	Continue creating and promoting a safe and secure school environment with the
	is accessible and conducive to student learning, a campus supervisor is needed at the Bakersfield location.	help of a campus supervisor.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$57,000	\$57,000
Source		Base	Base
Budget Reference	Not Applicable	2000-2999: Classified Personnel Salaries and Benefits	2000-2999: Classified Personnel Salaries and Benefits

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018-19	
Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$713,129	7.44%

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 English Learner, Socioeconomically Disadvantaged, 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 Valley Oaks Charter School (VOCS). Also, it provides all students additional opportunities to enhance the overall academic environment and moves everyone towards the 21st century learning approach. VOCS will use professional development opportunities, supplemental curriculum and materials, technology and equipment, and community partnerships to support all action steps, which will help better serve our unduplicated pupils and all students overall. Research that supports the use of supplemental 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 members have been specifically assigned based on their targeted training and will allow VOCS to more closely monitor student progress in meeting the needs of English Learners, Socioeconomically Disadvantaged, Foster Youth, and Students with Disabilities populations. Since VOCS 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 opportunities offered to our certificated staff, as well as to our parent educators, will benefit all students and can target the additional needs of English Learners, Socioeconomically Disadvantaged, and Foster Youth students. Additionally, 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.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$511,000	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.

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.

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, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter 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/fg/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; in addition, list the state and/or local priorities addressed by the planned goals. 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, enter 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, enter 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

List the state and/or local priorities addressed by the goal. 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. (<u>Link to State Priorities</u>)

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 included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as 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 entering "All", "Students with Disabilities", or "Specific Student

Group(s)". If "Specific Student Group(s)" is entered, 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 identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "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 entering "Specific Schools" and identifying 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 the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

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 enter "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 entering "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:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter "Modified Action" 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.
- Enter "Unchanged Action" 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.
 - o If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" 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 enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections 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?

Prepared by the California Department of Education, October 2016

LCAP Expenditure Summary

Total Expenditures by Funding Source									
Funding Source 2017-18 Annual Update Budgeted Actual 2017-18 2017-18 2018-19 2019-20									
All Funding Sources	578,000.00	626,846.00	578,000.00	829,481.00	850,831.00	2,258,312.00			
Base	0.00	0.00	0.00	62,000.00	62,000.00	124,000.00			
Lottery	50,000.00	50,000.00	50,000.00	80,000.00	80,000.00	210,000.00			
Supplemental and Concentration	528,000.00	576,846.00	528,000.00	687,481.00	708,831.00	1,924,312.00			

^{*} Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type									
Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total			
All Expenditure Types	578,000.00	626,846.00	578,000.00	829,481.00	850,831.00	2,258,312.00			
1000-1999: Certificated Personnel Salaries	176,000.00	178,769.00	0.00	0.00	0.00	0.00			
1000-1999: Certificated Personnel Salaries and Benefits	0.00	0.00	176,000.00	276,981.00	296,331.00	749,312.00			
2000-2999: Classified Personnel Salaries	42,000.00	53,000.00	0.00	0.00	0.00	0.00			
2000-2999: Classified Personnel Salaries and Benefits	0.00	0.00	42,000.00	110,000.00	112,000.00	264,000.00			
4000-4999: Books And Supplies	186,000.00	215,321.00	186,000.00	254,000.00	254,000.00	694,000.00			
5000-5999: Services And Other Operating Expenditures	174,000.00	179,756.00	174,000.00	188,500.00	188,500.00	551,000.00			

^{*} Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	578,000.00	626,846.00	578,000.00	829,481.00	850,831.00	2,258,312.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	176,000.00	178,769.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries and Benefits	Supplemental and Concentration	0.00	0.00	176,000.00	276,981.00	296,331.00	749,312.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	42,000.00	53,000.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries and Benefits	Base	0.00	0.00	0.00	57,000.00	57,000.00	114,000.00
2000-2999: Classified Personnel Salaries and Benefits	Supplemental and Concentration	0.00	0.00	42,000.00	53,000.00	55,000.00	150,000.00
4000-4999: Books And Supplies	Lottery	50,000.00	50,000.00	50,000.00	80,000.00	80,000.00	210,000.00
4000-4999: Books And Supplies	Supplemental and Concentration	136,000.00	165,321.00	136,000.00	174,000.00	174,000.00	484,000.00
5000-5999: Services And Other Operating Expenditures	Base	0.00	0.00	0.00	5,000.00	5,000.00	10,000.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	174,000.00	179,756.00	174,000.00	183,500.00	183,500.00	541,000.00

^{*} Totals based on expenditure amounts in goal and annual update sections.

	Total Expenditures by Goal								
Goal	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total			
Goal 1	565,500.00	610,489.00	565,500.00	754,981.00	776,331.00	2,096,812.00			
Goal 2	12,500.00	16,357.00	12,500.00	74,500.00	74,500.00	161,500.00			
Goal 3			35,000.00	0.00	0.00	35,000.00			
Goal 4			210,000.00	0.00	0.00	210,000.00			
Goal 5			0.00	0.00	0.00	0.00			

^{*} Totals based on expenditure amounts in goal and annual update sections.