

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Valley Oaks Charter School

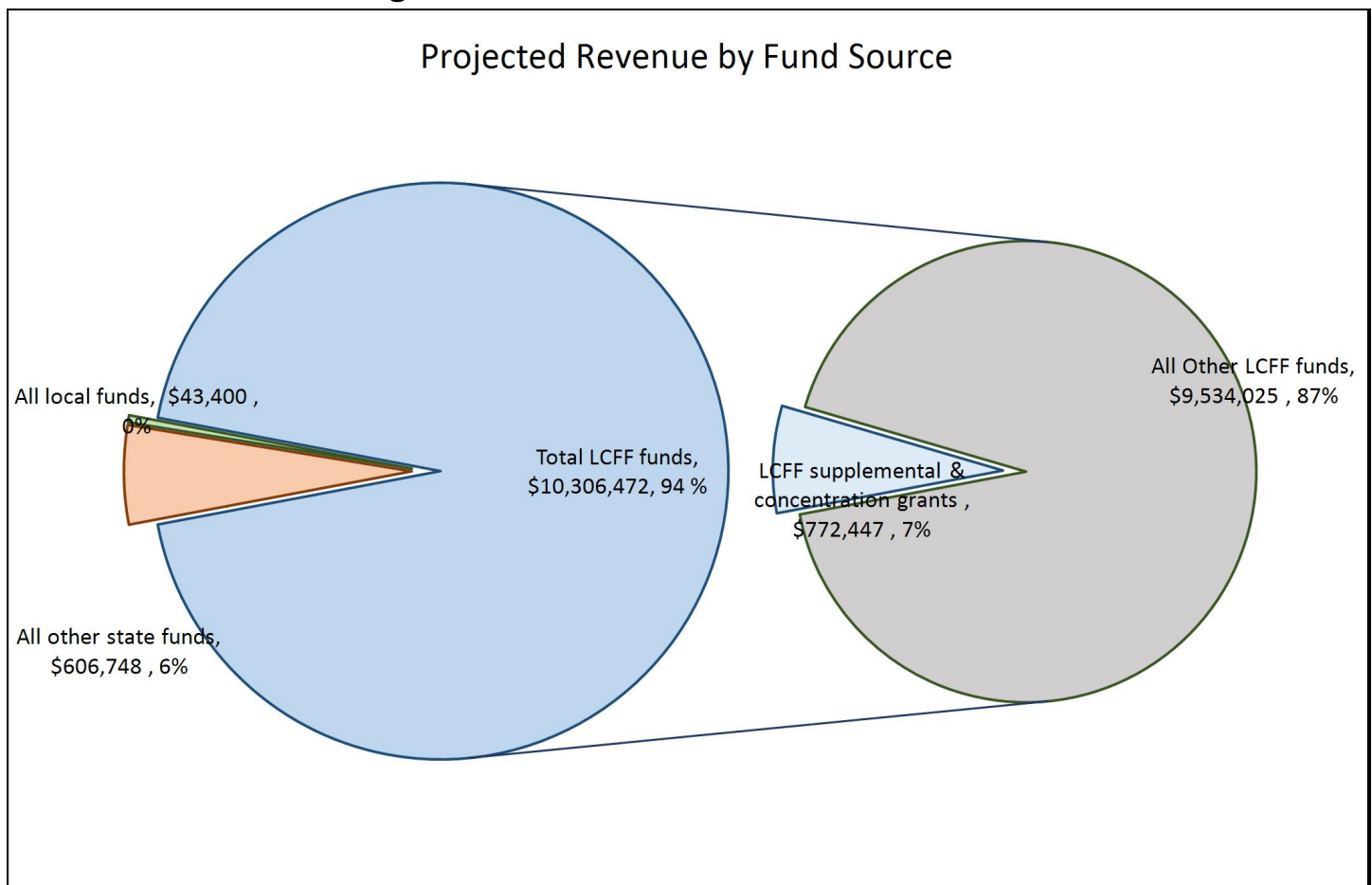
CDS Code: 15101571530492

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Deanna Downs, Director II

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

Budget Overview for the 2019-20 LCAP Year

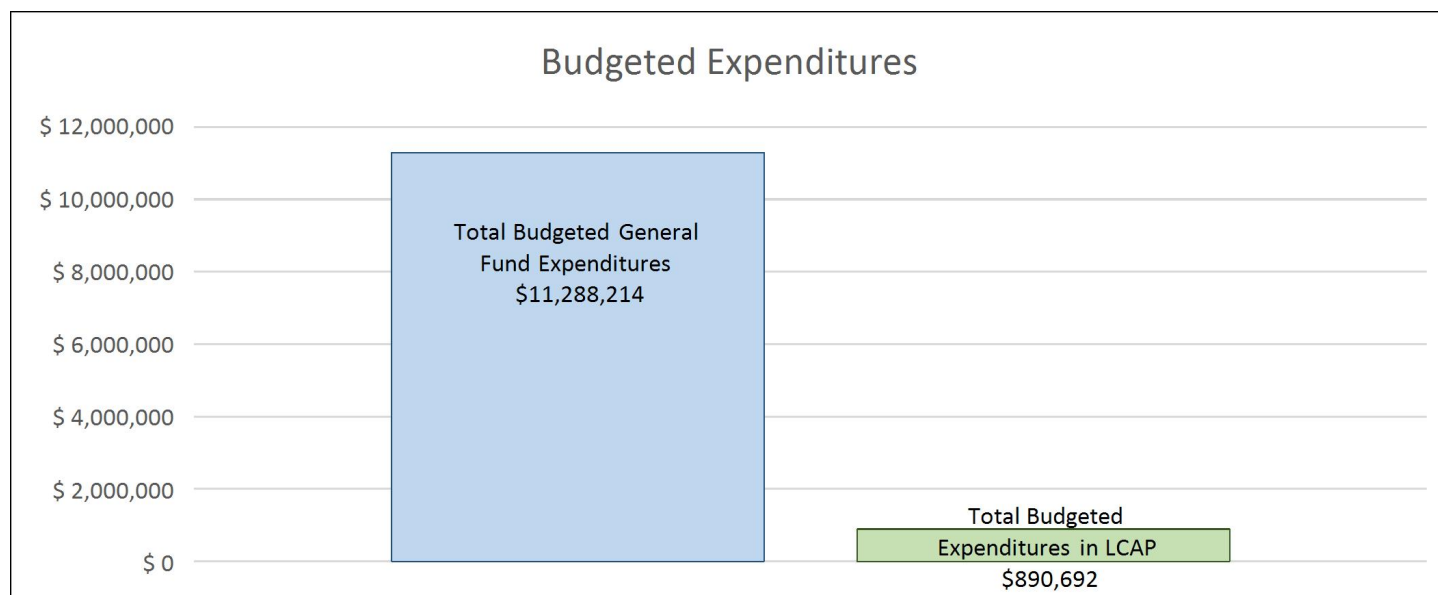


This chart shows the total general purpose revenue Valley Oaks Charter School expects to receive in the coming year from all sources.

The total revenue projected for Valley Oaks Charter School is \$10,956,620, of which \$10,306,472 is Local Control Funding Formula (LCFF), \$606,748 is other state funds, \$43,400 is local funds, and \$0 is federal funds. Of the \$10,306,472 in LCFF Funds, \$772,447 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Valley Oaks Charter School plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Valley Oaks Charter School plans to spend \$11,288,214 for the 2019-20 school year. Of that amount, \$890,692 is tied to actions/services in the LCAP and \$10,397,522 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The total revenue projected for Valley Oaks Charter School is \$11,288,214, of which \$10,306,472 is Local Control Funding Formula (LCFF), \$606,748 is other state funds, and \$43,400 is local funds. Of the \$10,306,472 LCFF funds, \$772,447 is generated based on the enrollment of high needs students (Socioeconomically Disadvantaged, English Learners, Homeless, and Foster Youth).

Increased or Improved Services for High Needs Students in 2019-20

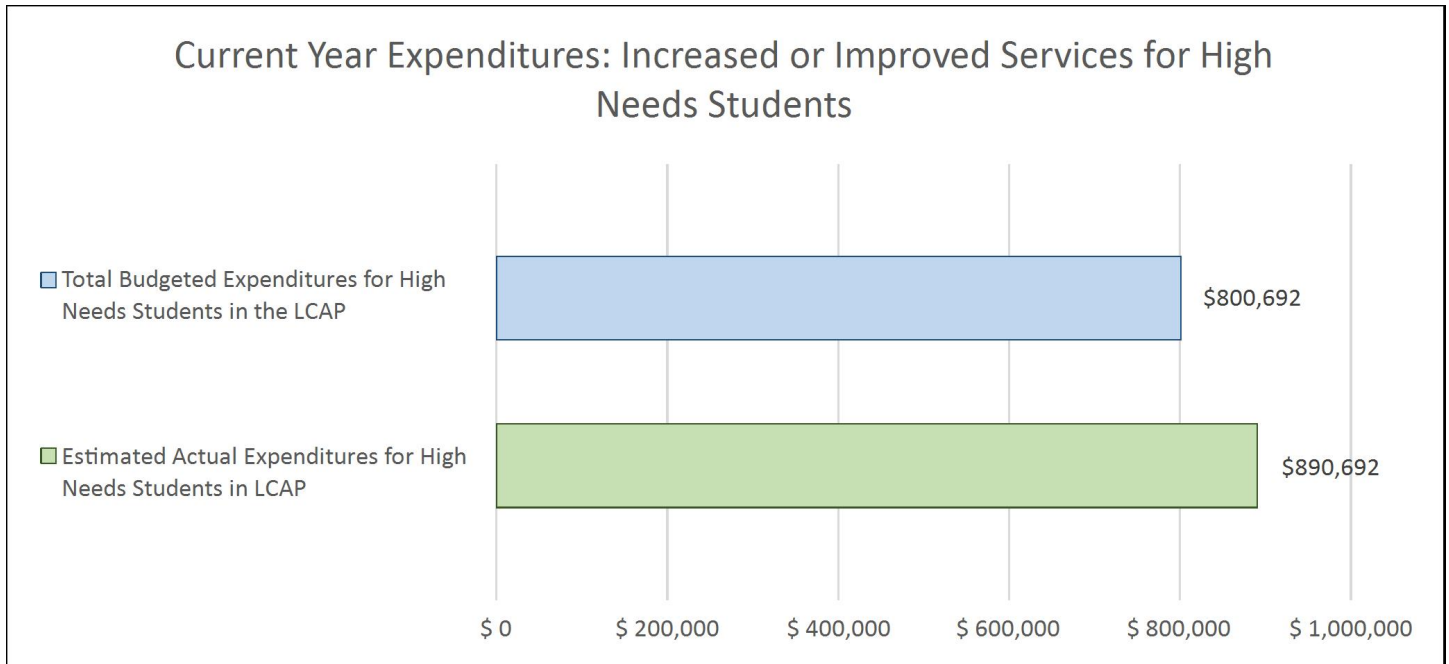
In 2019-20, Valley Oaks Charter School is projecting it will receive \$772,447 based on the enrollment of foster youth, English learner, and low-income students. Valley Oaks Charter School must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Valley Oaks Charter School plans to spend \$800,692 on actions to meet this requirement.

The additional improved services described in the LCAP include the following:
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.

Also, 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.

LCFF Budget Overview for Parents

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



This chart compares what Valley Oaks Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Valley Oaks Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Valley Oaks Charter School's LCAP budgeted \$800,692 for planned actions to increase or improve services for high needs students. Valley Oaks Charter School estimates that it will actually spend \$890,692 for actions to increase or improve services for high needs students in 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)

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Valley Oaks Charter School

Contact Name and Title

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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. VOCS serves approximately 1,170 Kern County students in five TK-8 programs and two High School programs, including 43% of our student population representing our LCFF unduplicated student count.

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

Greatest Progress

After reviewing VOCS' accomplishments on the state and local performance indicators (California Dashboard), progress towards 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 Facilities, Access to a Broad Course of Study, 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 the lines of communication between all stakeholders. VOCS is also proud of improving and adding local assessment tools, which included supplementary writing assessments, Edmentum, and additional STAR Renaissance accountability. Additionally, VOCS is proud of the continued additional support provided to our English Learner (EL) students, with two additional aides to help high school students in all curricular areas. VOCS also continues to maintain the highest performance level (Blue) with all students in the areas of Suspension Rate and Chronic Absenteeism. Lastly, VOCS is very proud of the improvements made with facilities and safety at the Bakersfield site. With all of these accomplishments, VOCS plans to continue to focus on the two LCAP goals, which will in turn help with student achievement and school connectedness.

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

Greatest Needs

After reviewing the California Dashboard, VOCS identified the greatest need for improvement in the areas of English Language Arts and Mathematics for All Students. According to the California Dashboard English Language Arts Assessment Report, All Students, Hispanic, and

Socioeconomically Disadvantaged students performed in the orange performance level and Students with Disabilities performed in the red performance level. As for Mathematics, All Students, Students with Disabilities, and White students performed in the orange performance level and Hispanic and Socioeconomically Disadvantaged students performed in the red performance level. Along with English Language Arts and Mathematics, VOCS identified a need for improvement in the areas of College/Career Indicator and Graduation Indicator. According to the College/Career Indicator, only 21.5% of our students were described as "prepared" and All Students performed in the orange performance level and White students in the red level. Additionally, All Students and White students performed in the orange performance level on the Graduation Rate Indicator. VOCS will focus on the greatest needs areas to help with student achievement. In the areas of English Language Arts and Mathematics, VOCS will continue to investigate and employ different techniques and pathways to assist credentialed teachers and parent educators to help students achieve on the CAASPP test. Furthermore, VOCS will continue to provide professional development opportunities for credentialed teachers and parent educators focusing on ways to improve student achievement in the areas of English Language Arts and Mathematics. To improve College/Career and Graduation rates, VOCS will create a student support team that will assist students in preparing for life after high school. This team will include a part-time counselor, a career associate, a credentialed teacher, and administration and focus on academic planning of All Students in grades nine through twelve.

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

Performance Gaps

There are no Performance Gaps to report.

Comprehensive Support and Improvement

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

Schools Identified

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

VOCS has not been identified for comprehensive support and improvement under the Every Student Succeeds Act.

Support for Identified Schools

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

VOCS has not been identified for comprehensive support and improvement under the Every Student Succeeds Act.

Monitoring and Evaluating Effectiveness

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

VOCS has not been identified for comprehensive support and improvement under the Every Student Succeeds Act.

Annual Update

LCAP Year Reviewed: **2018-19**

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
<p>Metric/Indicator Priority 1(a): Basic Services – Teachers appropriately assigned and fully credentialed for assignment</p> <p>18-19 100%</p> <p>Baseline 100% of VOCS' teachers are appropriately assigned and fully credentialed for assignment.</p>	<p>VOCS maintained 100% of its teachers appropriately assigned and credentialed for assignment.</p>
<p>Metric/Indicator Priority 1(b): Pupils access to standards-aligned materials</p> <p>18-19</p>	<p>100% of VOCS' pupils had access to standards-aligned curriculum and materials.</p>

Expected	Actual
<p>100%</p> <p>Baseline 100% of VOCS' students will have access to standards-aligned curriculum/materials.</p>	
<p>Metric/Indicator Priority 1(c): School facilities maintained is good repair</p> <p>18-19 Exemplary</p> <p>Baseline All VOCS facilities have an overall rating of "Exemplary" as indicated on the FIT report.</p>	<p>VOCS maintained an Exemplary Rating on the FIT report.</p>
<p>Metric/Indicator Priority 2(a): Implementation of State Standards</p> <p>18-19 43%</p> <p>Baseline VOCS maintained a strong parent choice program and determined that 95% of parent educators use CCSS to help guide their instructional day.</p>	<p>VOCS maintained a strong parent choice program and all students continued to have access to CCSS curriculum. 97% of parent educators continue to use CCSS to help guide their instructional day.</p>
<p>Metric/Indicator Priority 2(b): Programs/Services to enable English Learners access to CCSS and ELD standards</p> <p>18-19 20%</p> <p>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.</p>	<p>Parent educator workshops were created again this year, which provided an opportunity for parent educators with English Learners (EL) to access curriculum and educational resources. 16% of TK-8 EL parent educators attended parent workshops, which is a decrease from last year. VOCS will address this decrease next year by reaching out more to EL parent educators to encourage their participation.</p>
<p>Metric/Indicator Priority 3(a): Parental Involvement – Efforts to seek parent input in making decisions for district and school sites</p> <p>18-19 100% and 11%</p> <p>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</p>	<p>VOCS maintained 100% of parent participation as reflected on the Master Agreement. Additionally, VOCS continued to seek input from parent educators by providing different opportunities for parents to provide suggestions in making decisions by completing surveys, attending table meetings, receiving Parent Square/Newsflash announcements/emails, attending Town Hall meetings, and/or attending the VOCS Governing Board meetings. Based on school-wide Town Hall sign-in sheets, 11% of our families attended Town Hall meetings this year, which is a 1% increase from last year. Additionally, 11% of high school families and 69% of TK-8 families participated in the Annual Survey.</p>

Expected

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

18-19

Create a baseline by providing a paper copy option of the End of the Year Survey.

Baseline

VOCS continued to offer parents the opportunity to offer their input in making decisions for each site by completing surveys, attending table meetings, receiving weekly emails/newsflash/announcements, attending parent workshops, attending Town Hall meetings with administrators, and/or attending the VOCS Board meeting. A baseline for parent involvement for our unduplicated pupils was created. Three percent of the parents that attended Town Hall meetings were parents of unduplicated 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

18-19

100%

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 and Math)

18-19

Subgroup Overall Scores:

Socioeconomically Disadvantaged:

ELA: Decrease from 38% to 37%

Math: Decrease from 65% to 64%

Actual

VOCS created a "hard copy" of the Annual Survey/End of Year Survey at one site to give to families that do not have access to the on-line version. Surveys were offered to all unduplicated families in hopes to reach their input. No families took advantage of the paper copies this year.

100% of parents of student with IEP's and 504's attended scheduled meetings this year.

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

Student Group Overall Scores:

Socioeconomically Disadvantaged:

ELA: Decreased from 38% to 37% (1% decrease)

Math: Decreased from 65% to 58% (7% decrease)

Expected

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%

Baseline

State wide Assessments: 2016 CAASPP Results:

“Standard Not Met” - ELA/Math

ELA

3rd 52%

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%

Actual

Ever English Learners:

ELA: Increased from 35% to 44% (9% increase)

Math: Increased from 64% to 82% (18% increase)

Hispanic:

ELA: Increased from 34% to 37% (4% increase)

Math: Increased from 48% to 53% (5% increase)

Students with Disability

ELA: Decreased from 66% to 65% (goal met)

Math: Decreased from 85% to 72% (13% decrease)

Expected

Hispanic:
ELA – 37% Math – 48%

Special Education:
ELA – 69% Math – 79%

Metric/Indicator

Priority 4(b): Pupil Achievement - API

18-19

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

18-19

19.5%

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

18-19

Create baseline

Baseline

Pupils making progress towards English proficiency increased from 40% to 50%.

Metric/Indicator

Priority 4(e): Pupil Achievement – EL reclassification rate

18-19

34%

Baseline

English Learner reclassification rate: 17%.

Metric/Indicator

Actual

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

23% of VOCS students completed A-G or CTE sequences, which is a 4.7% increase from last year.

76.9% of EL Students scored at Level 3 or 4 in the 17/18 ELPAC administration.

No students were reclassified in 18/19.

No AP exams were taken this year, so a percentage could not be determined.

Expected

Priority 4(f): Pupil Achievement – Percentage of pupils passing AP exams with 3 or higher

18-19

51%

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

18-19

ELA - 22%

Math - 3%

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

18-19

99%

Baseline

Due to nature of VOCS, the student attendance rate remains at 99%.

Metric/Indicator

Priority 5(b): Pupil Engagement – Chronic Absenteeism Rate

18-19

0%.

Baseline

VOCS maintained a Chronic Absenteeism Rate of 0%.

Metric/Indicator

Priority 5(c): Pupil Engagement – Middle School Dropout Rate

18-19

0%.

Actual

Percentage of pupils that scored a four - Standard Exceeded - on the CAASPP:

ELA: 27% (5% increase)

Math: 1.19% (0.37% decrease)

Due to the nature of VOCS, the student attendance rate continues to remain at 99%.

Due to the nature of VOCS, chronic absenteeism rate remains at 0%.

Due to the nature of VOCS, middle school dropout rate remains at 0%.

Expected

Baseline

VOCS maintained a Middle School Dropout Rate of 0%.

Metric/Indicator

Priority 5(d): Pupil Engagement – High School Dropout Rate

18-19

Continue to maintain VOCS High School Dropout Rate below the Current County Rate.

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

18-19

84%

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

18-19

100%

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

Actual

For the 2018-19 school year, VOCS High School Dropout Rate was four percent.

According to the California Dashboard, VOCS reported a 83% graduation rate, which is a 1% decrease from last year.

VOCS continues to provide 100% access to a broad course of study for all students.

48% of unduplicated families attended parent educator workshops, which is the same as last year. Also, VOCS maintained community partnerships, so

Expected

18-19
20%

Maintain community partnerships.

Baseline

VOCS created parent educator workshops to help support students and parent educators. 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.

Metric/Indicator

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

18-19
32%

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

18-19
57%

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.

Actual

that all unduplicated pupils would have access to opportunities that they may not otherwise have access to.

49% (school-wide) of VOCS parents with students with exceptional needs attend parent educator workshops. Topics included: Distracted Learners, Summer Boredom Busters, Goal Setting, Struggling Readers, Math Manipulatives, Planning Your Day, Hints and Tips for Teaching Children with Learning Struggles.

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, 780 students tested schoolwide, with 369 students testing two times or more throughout the school year. 47% of VOCS students accessed STAR Renaissance at least two times this year, and this percentage is a decrease from last year.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	VOCS supported unduplicated pupils in need by purchasing supplemental TK-12 curriculum and materials. Additionally, VOCS continued to investigate and purchase supplemental online resources.	4000-4999: Books And Supplies Supplemental and Concentration \$80,000 4000-4999: Books And Supplies Lottery \$80,000	4000-4999: Books And Supplies Supplemental and Concentration \$75,615 4000-4999: Books And Supplies Lottery \$92,106

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide access to all unduplicated pupils by maintaining community partnerships.	VOCS maintained community partnerships, so that all unduplicated pupils would have access to a variety of opportunities that they may not otherwise have access to.	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$60,000	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$113,524

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
To enhance services to unduplicated pupils, continue to provide professional development/learning opportunities and training for teaching staff and parent educators.	Based on stakeholder feedback, professional development/learning opportunities were provided to VOCS teaching staff and parent educators to enhance the services provided to unduplicated pupils.	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$10,000	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$12,320

Action 4

Planned

Actual

Budgeted

Estimated Actual

Actions/Services

Train and educate VOCS staff members about available EL resources and strategies.

Actions/Services

VOCS staff attended professional development opportunities provided by KCSOS at no charge.

Expenditures

5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$1,000

Expenditures

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

Action 5**Planned
Actions/Services**

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

**Actual
Actions/Services**

VOCS purchased on-line resources, as needed, to improve language acquisition.

**Budgeted
Expenditures**

4000-4999: Books And Supplies Supplemental and Concentration \$3,000

**Estimated Actual
Expenditures**

4000-4999: Books And Supplies Supplemental and Concentration \$1440

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 students. For the 2018-19 school year, no Foster Youth students attended VOCS.

**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

Action 7**Planned
Actions/Services**

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

**Actual
Actions/Services**

VOCS hired an additional Career Associate to assist staff in identifying students who were in danger of dropping out and provided assistance to students

**Budgeted
Expenditures**

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

**Estimated Actual
Expenditures**

2000-2999: Classified Personnel Salaries and Benefits Supplemental and Concentration *Salary: \$39,636

planning techniques, giving priority to unduplicated students.

with academic planning, giving priority to unduplicated pupils.

2000-2999: Classified Personnel Salaries and Benefits
Supplemental and Concentration
*Benefits: \$25,282

Action 8

Planned Actions/Services

Giving priority to unduplicated students, continue to provide academic planning and counseling on a semester basis, with the help of a part-time counselor.

Actual Actions/Services

VOCS added an additional part-time counselor provided services to unduplicated students in the area of academic planning and counseling services.

Budgeted Expenditures

1000-1999: Certificated Personnel Salaries and Benefits Supplemental and Concentration
\$60,500

Estimated Actual Expenditures

5000-5999: Services And Other Operating Expenditures Supplemental and Concentration
\$57,753

Action 9

Planned 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.

Actual Actions/Services

VOCS newly added Program Specialist continued to identify students who are also have specific learning needs that were in danger of dropping out, failing classes, and accruing high absence rate and provided on-site academic and social emotional interventions and programs, giving priority to our unduplicated pupils.

Budgeted Expenditures

1000-1999: Certificated Personnel Salaries and Benefits Supplemental and Concentration
\$133,100

Estimated Actual Expenditures

1000-1999: Certificated Personnel Salaries and Benefits Supplemental and Concentration
*Salary: \$95,554

1000-1999: Certificated Personnel Salaries and Benefits Supplemental and Concentration
*Benefits: \$36,553

Action 10

Planned Actions/Services

To better serve our unduplicated pupils, VOCS will continue to purchase and upgrade technology, as needed, at each site.

Actual Actions/Services

VOCS continued to purchase and upgrade technology and infrastructure, at each site, which allowed our unduplicated pupils the opportunity to access their digital curriculum and interventions online.

Budgeted Expenditures

5000-5999: Services And Other Operating Expenditures Supplemental and Concentration
\$90,000

Estimated Actual Expenditures

4000-4999: Books and Supplies
5000-5999: Services And Other Operating Expenditures Supplemental and Concentration
\$98,794

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	Based on input from VOCS teaching staff and parent educators, professional development/learning opportunities were provided in all content areas, which helped better serve our unduplicated pupils.	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$10,000	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$8,022

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
N/A - Action combined with Action 1	N/A	Not Applicable N/A	Not Applicable

Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to purchase NGSS supplemental curriculum and materials to support individual needs of unduplicated pupils.	Most of the NGSS supplemental curriculum and materials used to support individual needs of unduplicated pupils were purchased last year.	4000-4999: Books And Supplies Supplemental and Concentration \$30,000	4000-4999: Books And Supplies Supplemental and Concentration \$1,946

Action 14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	Edmentum seats, curriculum, and materials were purchased to help students that may have been deficient in credits. Of the students that took advantage of Edmentum, 72% were unduplicated students.	4000-4999: Books And Supplies Supplemental and Concentration \$60,000	4000-4999: Books And Supplies Supplemental and Concentration \$23,937

Action 15

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Hire an Independent Study teacher to better serve students using Edmentum and other online supplemental resources, giving priority to unduplicated pupils.	An independent study teacher was hired to better serve students that may have been credit deficient and using Edmentum and other online supplemental resources. 72% of unduplicated students took advantage of Edmentum.	1000-1999: Certificated Personnel Salaries and Benefits Supplemental and Concentration 83,381.00	1000-1999: Certificated Personnel Salaries and Benefits Supplemental and Concentration *Salary: \$67,837
			1000-1999: Certificated Personnel Salaries and Benefits Supplemental and Concentration *Benefits: \$31,162

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 use of lottery funding, additional community partners, and free professional development opportunities. Additionally, VOCS did not have any Foster Youth pupils enrolled this year, so actions and services were not needed. Lastly, additional technology infrastructure was needed and more expensive than anticipated. Overall, actions and services were deemed effective based on all stakeholder feedback. Students with Disabilities and students in danger of dropping out continued to benefit greatly from the Program Specialist, who gave priority to unduplicated pupils. Additionally, high school students continued to receive academic and social emotional counseling and they thrived under the guidance of our part-time counselor and career associate. Lastly, all students benefited from the additional Chromebooks purchased this year, which were available for check-out to our students giving priority to our unduplicated pupils.

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.

Action 1: \$4,385 was not needed due to the use of lottery funds.
 Action 2: \$53,524 additional funds were needed due to additional community partners (new vendors).
 Action 3: \$2,320 in additional funds were needed for professional development opportunities.

Action 4: No funds (\$1,000) were needed because credentialed teachers participated in free opportunities.
Action 5: \$1,560 was not needed because EL families used the curriculum and materials previously purchased.
Action 6: No funds (\$1,000) were needed because VOCS did not have any Foster Youth students this year.
Action 7: \$11,918 in additional funds were needed due to salaries/benefits.
Action 8: \$2,747 was not needed because the cost of salaries/benefits were lower than anticipated.
Action 9: \$994 was not needed because the cost of salaries/benefits were lower than anticipated.
Action 10: \$8,794 in additional funds were needed because costs of technology were higher than anticipated.
Action 11: \$1,978 was not needed because professional development costs were lower than expected and free opportunities were utilized.
Action 13: \$28,054 was not needed due to previous year's purchases.
Action 14: \$36,063 was not needed because the costs of Edmentum were lower than anticipated.
Action 15: \$15,617 in additional funds were needed due to salaries/benefits.

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.

As stated in Goal 1, VOCS strives to assist all students in graduating high school prepared to enter into a higher education and/or pursue a career path. As a result of analyzing the actions/services, along with stakeholder feedback, actions and services will remain with funds being allocated to meet the needs of the action. Additionally, educational strategies will be further investigated by credentialed teachers to assist parent educators implement strategies at home with their students, focusing on the areas of English Language Arts (ELA) and Mathematics. Furthermore, VOCS will continue to use STAR Renaissance to determine 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 students that struggled the most, which includes Students with Disabilities, Hispanic, and Socioeconomically Disadvantaged student groups. While student results did not meet goals, we are continuing to implement this goal with additional progress monitoring to better adapt to and meet the needs of all students. Additional Actions and Services will be considered in subsequent years if student results do not increase.

Annual Update

LCAP Year Reviewed: **2018-19**

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 18-19 0% Baseline Current Suspension Rate: 0%	VOCS maintained a 0% Suspension Rate.
Metric/Indicator Priority 6(b): School Climate – Pupil Expulsion Rates 18-19 0% Baseline Current Expulsion Rate: 0%	VOCS maintained a 0% Pupil Expulsion Rate.
Metric/Indicator Priority 6(c): School Climate – Other local measures, including surveys of pupils, parents and teachers on the sense of safety 18-19 100% and Comprehensive Safety Plan in place	VOCS continued to provide a safe and secure environment for our students, staff, and parents and a Comprehensive Safety plan for each site was maintained. 100% of VOCS staff participated in safety training and conducted safety drills throughout the year. Based on stakeholder feedback, improvements and adjustments were also made throughout the year. According the the Annual Survey, 96% of all stakeholders felt safe while on campus. Additionally, new radios were purchased and ID badges were

Expected

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.

Actual

created for students, staff, and parent educators. Finally, Raptor Visitor and Emergency Systems was purchased and they will be implemented next school year.

Actions / Services

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

Action 1

Planned Actions/Services

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.

Actual Actions/Services

VOCS continued to engage unduplicated students by making improvements, including updates to the warehouse, which brought a sense of school pride and connectedness.

Budgeted Expenditures

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

Estimated Actual Expenditures

5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$11,509

Action 2

Planned 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.

Actual Actions/Services

VOCS continued to bring a sense of school pride and connectedness by providing incentives, especially to our unduplicated students. Some incentives included: Treasure chest items for students that provided good work and participated in table meetings; T-Shirts for students that participated in Drama and the Knowledge Bowl; free vegetables/fruit from the garden for those that helped

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 \$4,835

maintain the garden; ice cream socials for students completing all CAASPP tests.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to purchase safety materials to supplement emergency supplies at each site, including first aid kits for every classroom.	Due to the need of new radios, VOCS purchased new emergency radios that maintained the frequency on site. Emergency supplies will be purchased this summer, so they will be in place for next school year.	5000-5999: Services And Other Operating Expenditures Base \$5,000	5000-5999: Services And Other Operating Expenditures Base \$15,495

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
To assist VOCS in creating and promoting a safe and secure school environment that is accessible and conducive to student learning, a campus supervisor is needed at the Bakersfield location.	A campus supervisor was hired for the Bakersfield location to provide additional support in creating and supporting a safe and secure school environment.	2000-2999: Classified Personnel Salaries and Benefits Base \$57,000	2000-2999: Classified Personnel Salaries and Benefits Supplemental and Concentration *Salary: \$23,302
			2000-2999: Classified Personnel Salaries and Benefits Supplemental and Concentration *Benefits: \$4,660

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. The improvements and incentives brought a sense of a safe and secure school environment that was accessible and conducive to student learning, as stated in Goal 2.

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

Based on stakeholder feedback, actions and services were deemed effective. According to students, 96% reported that VOCS maintains a positive environment, along with a clean and safe environment. Also, 85% of VOCS students reported feeling connected to VOCS. Parents were also surveyed and 100% reported that VOCS maintains a positive school climate and 94% 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 annual survey and 92% reported that the campus is safe, clean and in good condition. 100% of teachers also reported VOCS to maintain a positive school climate. Lastly, 91% of VOCS feel connected to VOCS and 98% stated VOCS employs highly qualified teachers.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1: \$1,509 in additional funds were needed due to site enhancements.

Action 2: \$2,335 in additional funds were needed due to extra school pride activities that were added this year.

Action 3: \$10,495 in additional funds were needed due to the need of new emergency radios.

Action 4: \$29,038 was not needed due to the cost of salaries/benefits being lower than anticipated. This Action was initially scheduled to be funded from Base, but was changed to S/C due to the increase in support to all students including Unduplicated students.

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.

As stated in Goal 2, VOCS will continue to strive to make improvements at all sites. Additionally, VOCS will make every effort to bring a sense of school pride and provide incentives for all students to help with school connectedness. School safety will continue to be the focus at all VOCS sites.

Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

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

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:

***VOCS TK-12 Parents:**

Parent participation continues to be high and is appreciated by VOCS. All parents, including parents of unduplicated pupils and students with exceptional needs, 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. By signing the VOCS Master Agreement, parents agree to work as partners to design and implement an educational plan for each student. Additionally, parents agree to providing direct daily instruction and educational activities planned by VOCS resource teacher(s) and the parent, along with keeping all appointments with resource teacher(s) and submitting completed, reviewed, and corrected original work on or before the date due.

VOCS advertised and communicated different collaboration opportunities, such as Parent Workshops, Homeschool Chats, 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.

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

A variety of parent workshops were also made available to all parents to enhance their teaching skills. Topics of Parent Workshops included: Home Educator Workshop (8/10/18), Starting the Year Off Right(8/14/18), Back to School Meeting (8/13/18), Get it Done (8/15/18), Kick-Off Kamp - 9 different workshops for parents (8/17/18), Parent Ed Conference - 12 different workshops for parents (8/20/18), Goal Setting (9/12/18), Math Manipulatives (10/4/18), Distracted Learners (10/31/18), Project-based Learning (11/28/18), Unlocking VOCS Resources (1/16/18), Winter Kamp - 9 different workshops (1/16/19), Preparing Students for High School (1/24/19), Make n' Take Workshop (2/7/19), 8th grade to High School Orientation (2/13/19) De-Stress the Test (3/6/19), Curricula Review (4/25/18), and Summer Boredom Busters (5/20/19).

VOCS Town Hall meetings were scheduled and advertised for the following dates: 8/20/18, 11/5/18, 12/11/18, 12/13/18, 2/4/19, 4/1/19, 4/5/19, and 4/23/19.

All Parents were also invited to VOCS Board meetings held on: 9/17/18, 11/5/18, 1/14/19, 3/11/19, 5/20/19, and 6/3/19.

***VOCS Principals:**

Administrators met monthly to discuss the needs and priorities of each site, which may have included LCAP requirements.

Principals participated in a Fall Retreat where a summary of LCAP was included with opportunity for feedback from all principals.

Town Hall meetings scheduled on 8/20/18, 11/5/18, 12/11/18, 12/13/18, 2/4/19, 4/1/19, 4/5/19, and 4/23/19 were all lead by a VOCS principal.

Principals attended all VOCS Governing Board meetings held on 9/17/18, 11/5/18, 1/14/19, 3/11/19, 5/20/19, and 6/3/19.

***VOCS 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.

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.

Enrichment and core class opportunities continued to be available for all students.

***VOCS Certificated Staff:**

Certificated staff communicates with administration through weekly team meetings, individual meetings, school-wide meetings, emails, on-going professional development opportunities, and/or completing surveys.

VOCS staff were invited to participate in Town Hall meetings scheduled on 8/20/18, 11/5/18, 12/11/18, 12/13/18, 2/4/19, 4/1/19, 4/5/19, and 4/23/19.

Certificated staff also participated in VOCS Governing Board meetings held on 9/17/18, 11/5/18, 1/14/19, 3/11/19, 5/20/19, and 6/3/19.

***VOCS Classified Staff:**

Classified staff communicates with administration through school-wide meetings, team meetings, individual meetings, emails, professional development opportunities, and/or completing 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 maintained a partnership with Maturango Museum this year and continues to partner with CALM and KCM.

Partnerships with BCSD Auditorium and Tehachapi Community Theater were created for our Drama Program.

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

***Bargaining Units:**

VOCS met on May 22, 2019 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 with the following considerations:

***VOCS TK-12 Parents:**

Continue to provide professional development opportunities for parent educators by offering parent workshops throughout the year. Topics suggested: How to Teach Writing; Math Techniques; Self-Motivation; How to handle Teens; Organizational Techniques/Tools.

Continue communication between VOCS and parent educators by using Parent Square, Remind, Newsflash, and Facebook.

Improve VOCS website, so that it is easier for parents to use and consider other means of communication.

Maintain opportunities for parents to provide input through table meetings, scheduled meetings, surveys, and/or receiving weekly emails/newsflash/Parent Square announcements.

***VOCS Students:**

Consider offering more Career Tech/Work Experience classes.

Continue to hold school pride activities.

Create and offer career days throughout the year.

Continue and add college field trips.

***VOCS Certificated and Classified Staff:**

Continue to keep the lines of communication open with administration through team meetings, school-wide meetings, individual meetings, emails, surveys, and professional development opportunities.

Professional Development Suggestions: Technology, ELA/EL, math, TK, writing, special education, mental health, teaching core classes to homeschool students, and empowering the home educator.

***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%	Expected: Maintain 100% of VOCS' teachers appropriately assigned and fully credentialed for assignment.	Expected: Maintain 100% of VOCS' teachers appropriately assigned and fully credentialed for assignment.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			Actual: 100% of VOCS' teachers were appropriately assigned and fully credentialed for assignment.	Actual:
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%	Expected: Maintain 100% of VOCS' students having access to standards-aligned curriculum/materials. Actual: Maintained 100% of VOCS' students having access to standards-aligned curriculum/materials	Expected: Maintain 100% of VOCS' students having access to standards-aligned curriculum/materials. Actual:
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	Expected: VOCS facilities will have an overall rating of "Exemplary" as indicated on the FIT report. Actual: VOCS maintained an overall rating of "Exemplary" as indicated on the FIT report.	Expected: VOCS facilities will have an overall rating of "Exemplary" as indicated on the FIT report. Actual:
Priority 2(a): Implementation of State Standards	VOCS maintained a strong parent choice program and determined that 95% of parent	Expected: Create professional development baseline	Expected: Continue to maintain a strong parent choice program by maintaining at least 95%	Expected: Continue to maintain a strong parent choice program by maintaining at least 95%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	educators use CCSS to help guide their instructional day.	for VOCS credentialed teachers. Actual: 37%	of parent educators using CCSS to help guide their instructional day. Actual: VOCS maintained a strong parent choice program and determined that 97% of parent educators used CCSS to help guide their instructional day.	of parent educators using CCSS to help guide their instructional day. VOCS will continue to guarantee that 100% of classroom teachers have access to and completed training in the California State Content Standards Actual:
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 other subjects.	Expected: Create an attendance baseline for EL Parent Educators attending parent workshops. Actual: 19%	Expected: Increase EL Parent Educators participating in parent workshops to 20%. Retain two instructional tutors to help high school students with English and other subjects. Actual: 16% of EL Parent Educators participated in parent workshops. Two instructional tutors continued to help high school students with English and other subjects.	Expected: Increase EL Parent Educators participating in parent workshops to 17%. Retain two instructional tutors to help high school students with English and other subjects. Actual:
Priority 3(a): Parental Involvement – Efforts to	100% of VOCS' parent participation is reflected	Expected: 100% parent participation on the	Expected: Maintain 100% of VOCS' parent	Expected: Maintain 100% of VOCS' parent

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
seek parent input in making decisions for district and school sites	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.	Master Agreement. Increase parent participation at Town Hall meetings by one percent. Actual: 100% and 10%	participation as reflected on the Master Agreement. Continue 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. Increase parent participation at Town Hall meetings by one percent Actual: Maintained 100% of VOCS' parent participation as reflected on the Master Agreement. Parent participation at Town Hall meetings was 11%.	participation as reflected on the Master Agreement. Continue 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. Increase parent participation at Town Hall meetings by one percent. Actual:
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	Expected: Create an unduplicated pupil baseline for parents completing the End of the Year Surveys.	Expected: Create a baseline of parents for unduplicated pupils by providing a paper copy	Expected: Increase parent survey participation from the 3% baseline to 8% using

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>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.</p>	<p>Actual: 3% of parents completed a survey</p>	<p>option of the End of the Year Survey.</p> <p>Actual: A paper copy option was available to unduplicated parents at one site and no parents took advantage of the paper copy option. According to the Annual Survey results, 124 TK-8 families responded to the survey, while 32 High School families responded to the survey.</p>	<p>both paper and online surveys.</p> <p>Actual:</p>
<p>Priority 3(c): Efforts to seek participation of parents for pupils with exceptional needs</p>	<p>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.</p>	<p>Expected: 100% attendance and participation of parents of students with exceptional needs in scheduled initial, annual, triennial, or as needed IEP meetings.</p> <p>Actual: 100%</p>	<p>Expected: 100% attendance and participation of parents of students with exceptional needs in scheduled initial, annual, triennial, or as needed IEP meetings. Also, 100% of parents of students with 504s will attend scheduled meetings.</p>	<p>Expected: 100% attendance and participation of parents of students with exceptional needs in scheduled initial, annual, triennial, or as needed IEP meetings. Also, 100% of parents of students with 504s will attend scheduled meetings.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			Actual: 100% of parents of students with exceptional needs participated in scheduled initial, annual, triennial, or as needed IEP meetings. Also, 100% of parents of students with 504s attended scheduled meetings.	Actual:
Priority 4(a): Pupil Achievement – Statewide Assessments (ELA&Math)	<p>State wide Assessments: 2016 CAASPP Results: “Standard Not Met” - ELA/Math</p> <p>ELA</p> <p>3rd 52%</p> <p>4th 47%</p> <p>5th 31%</p> <p>6th 37%</p> <p>7th 26%</p> <p>8th 32%</p> <p>11th 9%</p> <p>Math</p> <p>3rd 52%</p> <p>4th 38%</p> <p>5th 51%</p> <p>6th 49%</p> <p>7th 40%</p> <p>8th 48%</p> <p>11th 42%</p>	<p>Expected: Continue to focus on “Standard Not Met” in both ELA and Math. Decrease all grade levels by 1% in both ELA and Math.</p> <p>2017 Student Overall Scores:</p> <p>ELA</p> <p>3rd 39%</p> <p>4th 53%</p> <p>5th 43%</p> <p>6th 39%</p> <p>7th 26%</p> <p>8th 21%</p> <p>11th 11%</p> <p>Math</p> <p>3rd 48%</p> <p>4th 57%</p> <p>5th 61%</p> <p>6th 49%</p> <p>7th 45%</p>	<p>Expected: Continue to focus on "Standard Not Met" in both ELA and Math. Decrease all grade levels by 1% in both ELA and Math.</p> <p>2018 Student Overall Scores:</p> <p>ELA</p> <p>3rd 42%</p> <p>4th 48%</p> <p>5th 52%</p> <p>6th 38%</p> <p>7th 32%</p> <p>8th 23%</p> <p>11th 12%</p> <p>Math</p> <p>3rd 44%</p> <p>4th 42%</p> <p>5th 70%</p> <p>6th 51%</p> <p>7th 49%</p>	<p>Expected: Continue to focus on "Standard Not Met" in both ELA and Math. Decrease all grade levels by 1% in both ELA and Math.</p> <p>2019 Student Overall Scores:</p> <p>ELA</p> <p>3rd 41%</p> <p>4th 47%</p> <p>5th 52%</p> <p>6th 37%</p> <p>7th 31%</p> <p>8th 22%</p> <p>11th 11%</p> <p>Math</p> <p>3rd 43%</p> <p>4th 41%</p> <p>5th 69%</p> <p>6th 50%</p> <p>7th 49%</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		8th 51% 11th 56%	8th 52% 11th 60%	8th 51% 11th 59%
	Socioeconomically Disadvantaged: ELA – 43% Math – 62%	Expected: Socioeconomically Disadvantaged ELA: Decrease from 43% to 42% Math: Decrease from 62% to 61%	Expected: Socioeconomically Disadvantaged ELA: Decrease from 38% to 37% Math: Decrease from 65% to 64%	Expected: Socioeconomically Disadvantaged: ELA: Decrease from 37% to 36% Math: Decrease from 58% to 57%
	English Learners: ELA – 34% Math – 45%			
	Hispanic: ELA – 37% Math – 48%	Actual: Socioeconomically Disadvantaged ELA: 38% = 5% decrease Math: 65% = 3% increase	Actual: Socioeconomically Disadvantaged ELA: 37% = 1% decrease Math: 58% = 7% decrease	Actual: Socioeconomically Disadvantaged
	Special Education: ELA – 69% Math – 79%	Expected: English Learners ELA: Decrease from 34% to 33% Math: Decrease from 45% to 44%	Expected: English Learners ELA: Decrease from 35% to 34% Math: Decrease from 64% to 63%	Expected: English Learners ELA: Decrease from 44% to 43% Math: Decrease from 82% to 81%
		Actual: English Learners ELA: 35% = 1% increase Math: 64% = 19% increase	Actual: English Learners ELA: 44% = 9% increase Math: 82% = 18% increase	Actual: English Learners
		Expected Hispanic ELA: Decrease from 37% to 36%	Expected: Hispanic ELA: Decrease from 34% to 33%	Expected: Hispanic ELA: Decrease from 37% to 36% Math: Decrease from 53% to 52%
				Actual:

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		<p>Math: Decrease from 48% to 47%</p> <p>Actual: Hispanic ELA: 34% = 3% decrease Math: 57% = 9% increase</p> <p>Expected: Students with Disability ELA: Decrease from 69% to 68% Math: Decrease from 79% to 78%</p> <p>Actual: Students with Disability ELA: 66% = 3% decrease Math: 85% = 6% increase</p>	<p>Math: Decrease from 48% to 47%</p> <p>Actual: Hispanic ELA: 37% = 4% increase Math: 53% = 5% increase</p> <p>Expected: Students with Disability ELA: Decrease from 66% to 65% Math: Decrease from 85% to 84%</p> <p>Actual: Students with Disability ELA: 65% = goal met Math: 72% = 13% decrease</p>	<p>Expected: Students with Disability: ELA: Decrease from 65% to 64% Math: Decrease from 72% to 71%</p> <p>Actual:</p>
Priority 4(b): 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%.	<p>Expected: Increase from 18.3% to 19%</p> <p>Actual: 19%</p>	<p>Expected: Increase the percentage of pupils completing A-G or CTE sequences/programs from 19% to 19.5%.</p> <p>Actual: The percentage of pupils completing A-G or CTE sequences and/or programs was 23%.</p>	<p>Expected: Increase the percentage of pupils completing A-G or CTE sequences and/or programs from 23% to 24%.</p> <p>Actual:</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 4(c): 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 of pupils (14) in student group.	Baseline: 56.9% of EL students scored at levels 3 and 4 on the ELPAC.	Expected: Increase the rate of students scoring at levels 3 or 4 on the ELPAC by at least 1%. Actual:
Priority 4(d): Pupil Achievement – EL reclassification rate	English Learner reclassification rate: 17%.	Expected: Increase from 17% to 17.5% Actual: 33%	Expected: Increase English Learner reclassification rate from 33% to 34%. Actual: 0% - No students were reclassified.	Expected: VOCS will reclassify at least one EL student this year. Actual:
Priority 4(e): 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%	Expected: Increase percentage of pupils passing AP exam from 50% to 51%. Actual: 0% - No students took AP exams this year.	Expected: VOCS does not expect any students to enroll in online AP classes this year. Actual:
Priority 4(f): 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	Expected: Increase percentage of pupils participating in and demonstrating college preparedness on EAP from 20.31% to 22% in ELA and from 1.56% to 3% in Math.	Expected: Increase percentage of pupils participating in and demonstrating college preparedness on EAP from 27% to 28% in ELA and from 1.19% to 2% in Math. VOCS will strive to change the mindset of the EAP with the help of

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			Actual: Percentage of pupils participating in and demonstrating college preparedness on EAP in ELA increased from 22% to 27% and in Math decreased 1.56% to 1.19%.	Edmentum and tutors, especially in the area of math. Actual:
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%	Expected: Maintain 99% in student attendance rate. Actual: Maintained 99% in student attendance rate.	Expected: Maintain 99% in student attendance rate. Actual:
Priority 5(b): Pupil Engagement – Chronic Absenteeism Rate	VOCS maintained a Chronic Absenteeism Rate of 0%.	Expected: Maintain 0%. Actual: 0%	Expected: Maintain a Chronic Absenteeism Rate of 0%. Actual: Maintained a Chronic Absenteeism Rate of 0%.	Expected: Maintain a Chronic Absenteeism Rate of 0%. Actual:
Priority 5(c): Pupil Engagement – Middle School Dropout Rate	VOCS maintained a Middle School Dropout Rate of 0%.	Expected: Maintain 0%. Actual: 0%	Expected: Maintain a Middle School Dropout Rate of 0%. Actual: Maintained a Middle School Dropout Rate of 0%.	Expected: Maintain a Middle School Dropout Rate of 0%. Actual:

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 5(d): Pupil Engagement – High School Dropout Rate	VOCS High School Dropout Rate: 2%.	Expected: Continue VOCS High School Dropout Rate. Actual: VOCS: 4%	Expected: Continue to maintain VOCS High School Dropout Rate. Actual: The High School Dropout Rate for VOCS was 4%.	Expected: Reduce the drop-out rate to 3%. Actual:
Priority 5(e): Pupil Engagement – High School Graduation Rate	VOCS High School Graduation Rate: 80.3%.	Expected: Increase VOCS High School Graduation Rate from 80.3% to 81% Actual: 83.3%	Expected: Increase VOCS High School Graduation Rate from 83.3% to 84%. Actual: According to the CA Dashboard, VOCS High School Graduation Rate was 83%.	Expected: Increase VOCS High School Graduation Rate from 83% to 84%. Actual:
Priority 7(a): Course Access – Pupils have access to and are enrolled in a broad course of study	VOCS provided 100% access to a broad course of study to all students as defined by EC 51210/512220.	Expected: Continue to provide 100% access Actual: 100%	Expected: Continue to provide 100% access to a broad course of study to all students. Actual: 100% of all students had access to a broad course of study.	Expected: Continue to provide 100% access to a broad course of study to all students. Actual:
Priority 7(b): Course Access – Programs and services developed and provided to unduplicated pupils	VOCS created parent educator workshops to help support students and parent educators. Parent involvement for our unduplicated was 48% as evidenced by the number of parents attending these parent	Expected: Increase from 48% to 49% Actual: 19% Actual: Maintained community relationships with CALM, KCM, KHSD Little Harvey Theater	Expected: Continue to offer parent educator workshops to help support unduplicated pupils and their parent educators. Increase parent participation by one percent (20%) as evidence by sign-in	Expected: Continue to offer parent educator workshops to help support unduplicated pupils and their parent educators. Increase parent participation by one percent (49%) as evidence by sign-in

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>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.</p>	<p>and added Maturango Museum.</p>	<p>sheets. Maintain community partnerships, so that all unduplicated pupils will have access to a variety of opportunities that they may not otherwise have access to.</p> <p>Actual: 48% of parents for unduplicated pupils attended parent educator workshops. Also, VOCS maintained community partnerships, so that all unduplicated pupils would have access to a variety of opportunities that they may not otherwise have access to.</p>	<p>sheets. Maintain community partnerships, so that all unduplicated pupils will have access to a variety of opportunities that they may not otherwise have access to due to a lack of fiscal resources.</p> <p>Actual:</p>
<p>Priority 7(c): Course Access – Programs and services developed and provided to individuals with exceptional needs</p>	<p>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</p>	<p>Expected: Increase from 30% to 31%</p> <p>Actual: 31%</p>	<p>Expected: Continue to offer parent educator workshops to help support parent educators of pupils with exceptional needs. Increase parent participation by one percent (32%) as evidence by sign-in sheets.</p> <p>Actual: 49% parent educators of pupils with exceptional needs</p>	<p>Expected: Continue to offer parent educator workshops to help support parent educators of pupils with exceptional needs. Increase parent participation by one percent (50%) as evidence by sign-in sheets.</p> <p>Actual:</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	educator workshops and four percent of the attendees were from parents with pupils with exceptional needs.		attended parent educator workshops.	
Priority 8: Pupil Outcomes	VOCS students that were continuously enrolled accessed STAR Renaissance at least two times within the school year. This year, 655 students tested schoolwide, with 472 students testing two times or more throughout the year. 72% of VOCS students accessed STAR Renaissance and this percentage will be used as a baseline for next year.	Expected: Increase from 72% to 73% Actual: 56%	Expected: Continue to assess VOCS students that are continuously enrolled, using STAR Renaissance, at least two times within the school year. Increase participation at least one percent (57%). Actual: VOCS continued to assess students that were continuously enrolled, using STAR Renaissance, at least two times within the school year. 2018-19 student participation was 47%.	Expected: Continue to assess VOCS students that are continuously enrolled, using STAR Renaissance, at least two times within the school year. Increase participation at least one percent (48%). Actual:

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)

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:

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

Modified Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

Purchase ELA/ELD curriculum for K-12th grades based on needs. Continue to investigate supplemental online resources for purchase.

2018-19 Actions/Services

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.

2019-20 Actions/Services

To provide the necessary support/curriculum to unduplicated pupils in need, 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:

(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	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
VOCS will maintain community partnerships.	VOCS will maintain community partnerships, so that all unduplicated pupils will have access to a variety of opportunities that they may not otherwise have access to due to lack of fiscal resources.	VOCS will maintain community partnerships that will allow students access to events and experiences they would otherwise not be able to participate in (ex. museums, PE facilities, fine art facilities, etc.).

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)

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

Modified Action

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

Modified Action

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

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. Opportunities may include: Effective coaching, technology coaching, accelerated math, and/or educating 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

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:

Students to be Served:

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

English Learners

[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

Modified Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

Train and educate VOCS staff members about available EL resources and strategies.

2019-20 Actions/Services

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)

English Learners

[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

Modified Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

Continue to purchase supplemental EL curriculum, materials, and on-line resources, as needed, to improve 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)

Foster Youth

[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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 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.

2018-19 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.

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.

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:

(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

Modified Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

Continue to identify students who are in danger of dropping out and evaluate

2018-19 Actions/Services

With the addition of a Career Associate, continue to identify students who are in danger of dropping out and evaluate

2019-20 Actions/Services

Continue to identify students who are in danger of dropping out, evaluate current practices, provide academic planning

current practices as they pertain to graduation and drop-out rates.

current practices and provide academic planning techniques, giving priority to unduplicated students.

techniques, and referrals to the Student Support Team for targeted support giving priority to unduplicated students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$42,000	\$53,000	\$39,636
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 *Salary: \$39,636 *Benefits: \$25,282	2000-2999: Classified Personnel Salaries and Benefits
Amount	N/A	N/A	\$26,893
Source			Supplemental and Concentration
Budget Reference	N/A	N/A	3000-3999: Employee 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
Foster Youth
Low Income
[Add Students to be Served selection here]

LEA-wide
[Add Scope of Services selection here]

All Schools
Specific Grade Spans: 7-12
[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Modified Action

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

Modified Action

2017-18 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.

2018-19 Actions/Services

Giving priority to unduplicated students, continue to provide academic planning and counseling on a semester basis, with the help of a part-time counselor.

2019-20 Actions/Services

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	\$64,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries and Benefits	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

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

Modified Action

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

Modified Action

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

Modified 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

Giving priority to unduplicated pupils, continue to identify students who are in danger of dropping out and provide on-site academic interventions and programs with help from the Program Specialist.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$121,000	\$133,100	\$99,140
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 *Salary: \$95,554 *Benefits: \$36,553	1000-1999: Certificated Personnel Salaries and Benefits

Amount			\$39,727
Source			Supplemental and Concentration
Budget Reference			3000-3999: Employee 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)

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

Unchanged Action

2017-18 Actions/Services

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

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

Modified Action

2018-19 Actions/Services

To better serve our unduplicated pupils, VOCS will continue to purchase and upgrade technology, as needed, at each

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

Modified Action

2019-20 Actions/Services

Continue to purchase and upgrade technology and the required infrastructure, at each site, supporting the increased rate of device usage purchased for

site, so they will have the opportunity to access their education/curriculum online.

unduplicated pupils giving them access to technology not available outside of school.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$90,000	\$90,000	\$115,000
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)

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)

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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.

2019-20 Actions/Services

To better serve our unduplicated pupils, continue to provide professional development opportunities in the area of technology for staff, parent educators, and students that will allow higher levels of proficiency and learning with online resources to support individual remediation and enrichment for all 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)

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)

[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

New Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

N/A - Action combined with Action 1

2019-20 Actions/Services

N/A - Action combined with Action 1

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$30,000	N/A	N/A
Source	Supplemental and Concentration	Other	Other
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)

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)

[Add Location(s) selection here]

Actions/Services

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

New Action

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

Modified Action

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

Modified Action

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.

2018-19 Actions/Services

To enhance student engagement in the area of Science, continue to purchase NGSS supplemental curriculum and materials to support individual needs of unduplicated pupils, as needed.

2019-20 Actions/Services

To enhance student engagement in the area of Science, continue to purchase NGSS supplemental curriculum and materials to support individual needs of unduplicated pupils, as needed.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$30,000	\$30,000	\$10,000
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)

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:

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)

[Add Location(s) selection here]

Actions/Services

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

New Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

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

2018-19 Actions/Services

Continue to purchase Edmentum seats, curriculum, and materials to help students that may be deficient in credits, giving priority to unduplicated students. Investigate and purchase other online supplemental resources.

2019-20 Actions/Services

Continue to purchase Edmentum seats, curriculum, and materials to help students that may be deficient in credits, giving priority to unduplicated students who compose 72% of the total students enrolled in the program.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$20,000	\$60,000	\$70,000
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)

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)

Specific Schools: VOCS - High School

Campus in Bakersfield

Specific Grade Spans: 9-12

[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

N/A

2018-19 Actions/Services

Hire an Independent Study teacher to better serve students using Edmentum and other online supplemental resources, giving priority to unduplicated pupils.

2019-20 Actions/Services

Of the students that took advantage of Edmentum in 2018-19, 72% were unduplicated students. Continue to support students using Edmentum, and other online supplemental resources, with the help of an Independent Study teacher.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$67,837	\$70,034
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		1000-1999: Certificated Personnel Salaries and Benefits	1000-1999: Certificated Personnel Salaries and Benefits
Amount		\$31,162	\$33,485
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee 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%	Expected: Maintain 0% Suspension Rate. Actual: Maintained a 0% Suspension Rate.	Expected: Maintain 0% Suspension Rate. Actual:
Priority 6(b): School Climate – Pupil Expulsion Rates	Current Expulsion Rate: 0%	Expected: Maintain 0% Expulsion Rate Actual: 0%	Expected: Maintain 0% Expulsion Rate. Actual: Maintained a 0% Expulsion Rate.	Expected: Maintain 0% Expulsion Rate. Actual:

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.	<p>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.</p> <p>Actual: 100% VOCS staff trained and a Comprehensive Safety Plan remained at each site.</p>	<p>Expected: 100% of VOCS staff will participate in safety training and safety drills. Maintain a Comprehensive Safety Plan at each site, and using the Annual Survey data, create a baseline of stakeholders sense of safety while on campus.</p> <p>Actual: 100% of VOCS staff were trained in safety procedures and safety drills were conducted throughout the school year. A Comprehensive Safety Plan was maintained, and according to the Annual Survey, 96% of all stakeholders felt safe while on campus.</p>	<p>Expected: 100% of VOCS staff will participate in safety training and safety drills. Maintain a Comprehensive Safety Plan at each site, and using the Annual Survey data, maintain at least 95% from all stakeholders as to their sense of safety while on campus.</p> <p>Actual:</p>

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)

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:

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

Modified Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

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

2018-19 Actions/Services

Unduplicated students may struggle with engagement in school due to their lack of hope and/or optimism or their exposure to chronic stress. VOCS will continue improvements to all sites to bring a sense of school pride and connectedness through school activities and enhancements to each site to help all students feel valued and welcomed.

2019-20 Actions/Services

Unduplicated students may struggle with engagement due to other daily conditions out of their control. VOCS will continue improvements to all sites to bring a sense of school pride and connectedness through school activities and enhancements to each site to help all students feel valued and welcomed.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$10,000	\$35,000
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

Unchanged Action

2017-18 Actions/Services

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

Modified Action

2018-19 Actions/Services

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

Modified Action

2019-20 Actions/Services

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

Unduplicated students may struggle with engagement in school due to their lack of hope and/or optimism or their exposure to chronic stress. VOCS will continue to bring a sense of school pride and connectedness by providing incentives to students.

Unduplicated students may struggle with engagement due to other daily conditions out of their control. VOCS will continue improvements to all sites to bring a sense of school pride and connectedness through school activities and enhancements to each site to help all students feel valued and welcomed.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,500	\$2,500	\$5,000
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)

All

[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)

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services 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]

Actions/Services

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

New Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

Purchase safety materials to supplement emergency supplies at each site.

2018-19 Actions/Services

Continue to purchase safety materials to supplement emergency supplies at each site, including first aid kits for every classroom.

2019-20 Actions/Services

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	\$10,000
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)

All

[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

N/A

2018-19 Actions/Services

Due to their environment, unduplicated pupils may have difficulties trusting adults and/or feeling safe at school. To assist VOCS in creating and promoting a safe and secure school environment, that is accessible and conducive to student learning, a campus supervisor is needed at the Bakersfield location.

2019-20 Actions/Services

Due to their environment, unduplicated pupils may have difficulties trusting adults and/or feeling safe at school. VOCS will continue creating and promoting a safe and secure school environment, that is accessible and conducive to student learning, with the help of a campus supervisor.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$23,302	\$23,302
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference	Not Applicable	2000-2999: Classified Personnel Salaries and Benefits	2000-2999: Classified Personnel Salaries and Benefits
Amount	N/A	\$4,660	\$4,660
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference	N/A	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$772,447

Percentage to Increase or Improve Services

8.10%

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”

Specific Actions/Services to increase and improve services to Unduplicated students:

Goal 1:

- Action 1: Supplemental curriculum to address remediation needs of unduplicated students.
- Action 2: Maintain community partnerships to allow students access to museums, PE and fine arts facilities.
- Action 3: Professional Learning for teaching staff to meet the needs of diverse students, which may include effective coaching, technology coaching, accelerated math, and/or educating educators.
- Action 4: EL training for all teachers to meet the needs of English Learners in all classes.
- Action 5: Purchase supplemental EL resources to target support for individual needs of all EL students.
- Action 6: Support mentorship groups and Foster students to meet their individual needs.
- Action 7: Additional staff to monitor students at-risk and provide support and intervention, targeting unduplicated students
- Action 8: Part-time counselor to provide targeted support for all students.
- Action 9: Drop out intervention and prevention with added staff to monitor students.
- Action 10: Technology and infrastructure used to support increased technology access, for additional devices, used primarily by unduplicated students.
- Action 11: Technology training for staff and parents to implement technology access for all students.
- Action 13: Supplemental Science curriculum to support students struggling in science.
- Action 14: Purchase credit recovery online opportunities for students behind in credit are, targeting unduplicated students.
- Action 15: Additional staff to work with students in credit recovery program, using online opportunities.

Goal2:

- Action 1 and 2: Incentives and improvements to increase the feeling of welcome and safety for all students.
- Action 3: Upgrades to mandatory safety equipment and planning to support increased safety resources and the feeling of safety for all students.

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.

Estimated Supplemental and Concentration Grant Funds

\$713,129

Percentage to Increase or Improve Services

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.

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 California School Dashboard 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 California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

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 California School Dashboard, 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 California School Dashboard, 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. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, 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.
 - 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 K-8 students who were absent 10 percent or more of the school days excluding students who were:
 - (A) enrolled less than 31 days
 - (B) enrolled at least 31 days but did not attend at least one day
 - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
 - (i) are enrolled in a Non-Public School
 - (ii) receive instruction through a home or hospital instructional setting
 - (iii) are attending a community college full-time.
- (2) The number of students who meet the enrollment requirements.
- (3) Divide (1) by (2).

(b) “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).

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

(1) For a 4-Year Cohort Graduation Rate:

- (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
- (B) The total number of students in the cohort.
- (C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

- (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma
 - (ii) a High School Equivalency Certificate
 - (iii) an adult education diploma
 - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
- (B) The number of students in the DASS graduation cohort.
- (C) Divide (1) by (2).

(d) “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).

(e) “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?

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