

Introduction:**LEA:** Valley Oaks Charter**Contact:** Desiree Von Flue, Assistant Superintendent - Educational Services , devonflue@kern.org, (661)636-4646**LCAP Year:** 2016-17***Local Control and Accountability plan and Annual Update Template***

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) 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 provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable 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 Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education

Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA’s goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code 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 Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 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?

Involvement Process	Impact on LCAP

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

Parents:

Every year, VOCS continues to initiate contact and open lines of communication with parents via email, letters, table meetings, VOPAC meetings, VOCS website notifications, hard copy surveys, and online surveys. Due to the nature of VOCS program, parents communicate with administration on a daily basis at each location. Additionally, VOCS administration held Town Hall Meetings, throughout the year at each site, and included the following topics:

- **September, 2015 - Technology**
- **January, 2016 - Testing/Accountability**
- **April, 2016 - ESLR's/SLO's and Enrichment Classes/Activities**
- **May, 2016 - Facilities/Safety**

Students:

Communication with students is very important to all of VOCS staff. From classified staff, to certificated staff, to administration, VOCS strives to keep the lines of communication with students open at all times. VOCS initiated contact with students at table meetings, enrichment classes, ASB/Student Council meetings, and informal discussions while students are on site. Additionally, VOCS continues to use website notifications encouraging students to participate in discussions/meetings and any surveys throughout the year. Furthermore, VOCS administration met with students, throughout the year at each site, and included the following topics:

- **September/October, 2015 - Enrichment Ideas/School Activities**
- **November/December, 2015 - Clubs/College/Career Planning**
- **January/February, 2016 - Academics/Testing**
- **March, 2016 - Facilities/Safety**

Parents:

Throughout the year, VOCS communicated with parents via email, letters, table meetings, VOPAC meetings, VOCS website notifications, hard copy surveys, and online surveys. Due to the nature of VOCS program, parents communicate with administration on a daily basis at each location. Additionally, VOCS administration held Town Hall Meetings, throughout the year at each site. These Town Hall Meetings offered opportunities for parents to hear the latest updates on VOCS, along with giving parents opportunities to offer their suggestions and share ideas. Each meeting focused on a different topic:

- **September, 2015 - Technology - Topics included:**
 - Update/Purchases
 - Social Media
 - Google Apps
 - Parent Training
 - Website/Email Updates
- **January, 2016 - Testing/Accountability - Topics included:**
 - CAASPP Prep
 - VOCS Participation Rate
 - Workshops to Prepare Students and Parents
 - Success Club
 - STAR Ren.
- **April, 2016 - ESLR's/SLO's and Enrichment Classes/Activities**
 - What attributes would you like your VOCS graduate (HS/8th grader) to possess and Enrichment Classes/Activities
- **May, 2016 - Facilities/Safety**

VOCS also gathered additional data from parents by using the annual End of the Year Survey.

Students:

VOCS communicated with students regularly at table meetings, enrichment classes, ASB/Student Council meetings, and informal discussions while students are on site. Additionally, VOCS

Certificated Staff:

At all sites, certificated staff communicates with administration at staff meetings, individual meetings, emails, surveys, and professional development opportunities. Topics throughout the year included:

- **Student progress/monitoring**
- **Parent participation/involvement**
- **Curriculum/instructional strategies**
- **Testing/Accountability/CAASPP**
- **STAR Ren. Testing/Benchmark Testing**
- **School Events/Enrichment Program**
- **Professional Development Opportunities**

Classified Staff:

At all sites, classified staff communicates with administration at staff meetings, individual meetings, emails, and surveys.

Community/Partner Agencies:

VOCS, as needed, continued to reach out to KCSOS Foster Youth Services and the services of SELPA. Additionally, VOCS initiated contact with Bakersfield College.

Bargaining Units

VOCS met on May 31, 2016 and communicated the current LCAP plan. Input was shared from these stakeholders and added to the new plan.

continued to use website notifications encouraging students to participate in discussions/meetings and any surveys throughout the year. These discussion/meetings offered opportunities for students to hear the latest updates on VOCS, along with giving students opportunities to offer their suggestions and share ideas. Each meeting focused on a different topic including:

- **September/October, 2015 - Enrichment Ideas/School Activities**
- **November/December, 2015 - Clubs/College/Career Planning**
- **January/February, 2016 - Academics/Testing**
- **March, 2016 - Facilities/Safety**

VOCS also gathered additional data from students by using the annual End of the Year Survey.

Certificated Staff:

At all sites, certificated staff communicates with administration through staff meetings, individual meetings, emails, surveys, and professional development opportunities. Topics throughout the year included:

- Student progress/monitoring
- Parent participation/involvement
- Curriculum/instructional strategies
- Testing/Accountability/CAASPP
- STAR Ren. Testing/Benchmark Testing
- School Events/Enrichment Program
- Professional Development Opportunities:
 - STAR Ren.
 - My Math/Big Ideas
 - Accelerated Reader
 - CCSS
 - Google Docs
 - ELA/Writing
 - GAFE

Additionally, Career Technical Education (CTE) was discussed, along

with details of the requirements for certification, and what funding could be used to support a CTE program. Furthermore, VOCS gathered additional data from Certificated Staff by using the annual End of the Year Survey.

Community Partners:

Due to the low number of foster youth students, VOCS continues to use program resources and consultation, as needed, through KCSOS Foster Youth Services. Additionally, VOCS continued to work with KCSOS SELPA special education team to collaborate and gather information to help meet the needs of our students with special needs.

Furthermore, VOCS initiated conversations with Bakersfield College (BC) in hopes of starting a yearly schedule of events/workshops to provide students and parents information that BC has to offer them.

This information would include information on matriculation steps that must be completed in order to register for classes, general campus information, the degrees and certificates BC offers, and transfer information. Also, discussions on financial aid, grant and work study opportunities for college will be offered.

Annual Update:

Parents:

UPDATE: Administrators reported that throughout the year parents communicated through email, table meetings, VOPAC meetings and surveys. Furthermore, Town Hall Meetings provided opportunities for administrators to update parents on individual topics, listen to concerns from parents, and gather ideas for the following year.

Students:

UPDATE: Administrators reported that throughout the year students communicated through table meetings, enrichment classes/activities, ASB/Student Council meetings, informal discussions, and surveys.

Annual Update:

After completing a series of Town Hall Meetings, staff meetings, ASB/student council meetings, and surveys the administrative team was able to gather data and information that will help with the implementation of the current LCAP goals. Stakeholders stated the following:

- **Technology**
 - Accomplishments:
 - 41 Student laptops
 - 54 Chromebooks
 - 37 Teacher Laptops
 - 3 Desk Tops
 - Moved Server Downtown
 - 10 Virtual Servers dedicated to VOCS to help us with connectivity
 - Increase WiFi connectivity by purchasing radios

Certificated Staff:

UPDATE: Administrators reported that throughout the year certificated staff communicated with administration at staff meetings, individual meetings, emails, surveys, and professional development opportunities. Furthermore, these opportunities offered time for certificated staff share information with administration and gather ideas to help their homeschool families.

Classified Staff:

UPDATE: Administrators reported that throughout the year classified staff communicated with administration at staff meetings, individual meetings, emails, surveys. These meetings provided valuable information to both classified staff and administration.

Community/Partner Agencies:

UPDATE: Administrators reported that throughout the year community/partner agencies communicated with VOCS through emails and individual meetings. These meetings provided valuable information to administration.

Bargaining Units

UPDATE: Input was given. Units both feel the current plan is valid as written and didn't have any areas of concern.

- Hard wire high school Mac Lab in Bakersfield
 - Suggestions:
 - Add websites to "Grid", which pertain to individual lessons, to help homeschool families
 - Create "technology" enrichment classes for both students and parents
 - Continue Google Classroom
 - Create "teaching videos" of parent classes
 - Use parent trainers – Train the Trainers Programs - in Educator's Conference
- **Testing/Accountability**
 - Accomplishments:
 - More VOCS parents are understanding the connection between state testing participation and the renewal of VOCS charter
 - STAR Ren. is more helpful to VOCS parents
 - Suggestions:
 - VOCS parents need test scores sooner
 - Communication about upcoming test needs to be in all correspondence sent to parents
- **ESLR's/SLO's - What attributes would you like your VOCS graduate (HS/8th grader) to possess?**
 - Accomplishments
 - All parents agreed with VOCS' ESLR's/SLO's
 - VOCS is a program that sets students up for future success
 - Suggestions
 - Partnerships with more community entities at all sites
- **Enrichment Program**
 - Classes
 - Include parent training opportunities at the same time as student classes
 - High school boot camp
 - Activities
 - Continue variety of field trips
 - Continue family activities that are offered at VOCS
- **Facilities/Safety**
 - Accomplishments
 - West 40 has been converted to storage

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| | <ul style="list-style-type: none"> ▪ Additional lighting throughout the Bakersfield site ▪ Awnings added to Bakersfield site ▪ Parking lot resurfaced in Bakersfield ▪ Additional teaching space has been added to the Bakersfield site ▪ Additional infrastructure has been added to Bakersfield, Tehachapi, Taft, and Frazier Park ▪ Safety drills conducted throughout the year at all sites ◦ Suggestions: <ul style="list-style-type: none"> ▪ Continue to look for a new facility for Tehachapi ▪ Minor cosmetic needs in Frazier Park ▪ Safety vests for parking lot supervisors ▪ Continue safety drills next year |
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Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil

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 the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA’s goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

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 Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite 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 Education Code sections 42238.01 and subgroups as defined in 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 schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, 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?

GOAL:	GOAL 1: VOCS students will graduate high school completely prepared to enter into a higher education and/or pursue a career path successfully.	Related State and/or Local Priorities: X 1 X 2 X 3 X 4 X 5 _6 X 7 X 8 Local: N/A
Identified Need:	<p><u>Priority 1: Basic Services</u></p> <p><i>Teachers appropriately assigned and fully credentialed for assignment:</i> 100%</p> <p><i>Pupils access to standards-aligned materials:</i> 100% of VOCS' pupils having access to standards-aligned curriculum/materials</p> <p><i>School facilities maintained in good repair:</i> Exemplary Rating on FIT</p> <p><u>Priority 2: Implementation of State Standards</u></p> <p><i>Implementation of CA academic and performance standards:</i></p> <ul style="list-style-type: none"> • Collected CCSS assessment data and continued to provide CCSS training to VOCS staff and parent educators to establish a baseline <p><i>Programs/Services to enable English Learners access to CCSS and ELD standards:</i></p> <ul style="list-style-type: none"> • A need to purchased EL curriculum that included CCSS and ELD standards for EL students <p><u>Priority 3: Parental Involvement</u></p> <p><i>Efforts to seek parent input in making decisions for district and school sites:</i></p> <ul style="list-style-type: none"> • 100% of parent participation is reflected on the VOCS Master Agreement. 	

- Additionally, parents are able to offer 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. While parent participation is mostly high, Town Hall meetings tend to have the lowest attendance based on sign-in sheets.

Efforts to seek participation of parents for unduplicated pupils:

- Parents did participate via surveys, table meetings, emails, weekly Q&A, VOPAC, and at the Board meeting. Additionally, parents participated in "Town Hall" meetings at each site.

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

- Parents did participate via surveys, table meetings, emails, weekly Q&A, VOPAC, and at the Board meeting. Additionally, 95% of parents of students with exceptional needs attended and participated in scheduled annual, initial, triennial, or as needed basis IEP meetings.

Priority 4: Pupil Achievement

State wide Assessments: 2015 CAASPP Results:

English Language Arts:

Standard Exceeded/Standard Met/Standard Nearly Met/Standard Not Met

Overall: 10%/28%/32%/30%

3rd 11%/16%/34%/39%

4th 5%/22%/28%/45%

5th 10%/23%/34%/33%

6th 8%/21%/39%/32%

7th 9%/29%/32%/30%

8th 7%/41%/32%/19%

11th 23%/52%/20%/5%

Subgroups Overall scores:

Socioeconomically Disadvantaged: 5%/26%/27%/43%

English Learners: 0%/0%/30%/70%

Hispanic: 4%/31%/34%/32%

Special Education: 3%/11%/27%/59%

Math:

ALL: Standard Exceeded/Standard Met/Standard Nearly Met/Standard Not Met

Overall: 6%/12%/37%/45%

3rd 3%/20%/35%/42%

4th 2%/13%/39%/45%

5th 3%/5%/34%/57%

6th 8%/12%/32%/48%

7th 7%/14%/45%/35%

8th 7%/14%/37%/42%

11th 10%/5%/43%/43%

Subgroups Overall scores:

Socioeconomically Disadvantaged: 4%/8%/32%/56%

English Learners: 0%/0%/20%/80%

Hispanic: 2%/10%/43%/45%

Special Education: 0%/8%/26%/66%

Academic Performance Index: This measure is not being provided by the state at this time

Percentage of pupils completing a-g or CTE sequences/programs: 15.5%

Percentage of EL pupils making progress towards English proficiency: 40%

English Learner reclassification rate: 0

Percentage of pupils passing AP exam with a 3 or higher: 3 students attempted the exam-scores not yet available.

Percentage of pupils who participate in and demonstrate college preparedness on EAP:

- 23% English Language Arts
- 10% Math

Priority 5: Pupil Engagement

School Attendance Rate: Current Rate is 99%.

Chronic Absenteeism Rate: Current Rate: 0%

Middle School Dropout Rate: Current Rate: 0%

High School Dropout Rate: Current County Rate: 16.50%

High School Graduation Rate: Current County Rate 76.4%

Priority 7: Course Access

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

- All VOCS students have access to a broad course of study as defined by EC 51210/51220. Additionally, there is a 10:1 ratio for computer access for all students.

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

- After signing the Master Agreement, unduplicated pupils were given the opportunity to have access to all VOCS programs and services. Additionally, parents with unduplicated pupils were offered support through parent workshops and table meetings with credentialed teachers.
- Maintain community partnerships with Stars Theater, California Living Museum (CALM), and Kern County Museum (KCM).

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

- After signing the Master Agreement, pupils with exceptional needs were given the opportunity to have access to all VOCS programs and services.
- Additionally, parents with exceptional needs were offered support through parent workshops and table meetings with credentialed teachers.

Priority 8: Other Pupil Outcomes

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

- VOCS continued to use Star Renaissance to assess students in the area of reading and math.
- VOCS will use 2016-17 as baseline scores.

Goal Applies to:	Schools: All sites. Grades: All
	Applicable Pupil Subgroups: All
LCAP Year 1	
Expected Annual Measurable Outcomes:	<p><u>Priority 1: Basic Services</u></p> <p><i>Teachers appropriately assigned and fully credentialed for assignment:</i> Maintain 100%</p> <p><i>Pupils access to standards-aligned materials:</i> Maintain 100% of VOCS' pupils having access to standards-aligned curriculum/materials</p> <p><i>School facilities maintained in good repair:</i> Maintain Exemplary Rating on FIT</p> <p><u>Priority 2: Implementation of State Standards</u></p> <p><i>Implementation of CA academic and performance standards:</i></p> <ul style="list-style-type: none"> • Maintain parent choice program and determine percentage of parent educators using CCSS <p><i>Programs/Services to enable English Learners access to CCSS and ELD standards:</i></p> <ul style="list-style-type: none"> • Create parent educator workshops to help facilitate the new EL curriculum and support EL parent educators <p><u>Priority 3: Parental Involvement</u></p> <p><i>Efforts to seek parent input in making decisions for district and school sites:</i></p> <ul style="list-style-type: none"> • Continue to offer parents the opportunity to offer their input in making decisions for each site by completing surveys, attending table meetings, receiving weekly emails/newsflash/announcements, attending parent workshops, attending Town Hall meetings with administrators, and/or attending the VOCS Board meeting. Increase parent involvement by an additional one percent as evidenced by the number of parents attending Town Hall meetings at each site. <p><i>Efforts to seek participation of parents for unduplicated pupils:</i></p> <ul style="list-style-type: none"> • Continue to offer parents the opportunity to offer their input in making decisions for each site by completing surveys, attending table meetings, receiving weekly emails/newsflash/announcements, attending parent workshops, attending Town Hall meetings with administrators, and/or attending the VOCS Board meeting. Increase parent involvement for our unduplicated pupils by an additional one percent as evidenced by the number of parents attending Town Hall meetings at each site.

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

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

Priority 4: Pupil Achievement***State wide Assessments: CAASP Results:******English Language Arts: Improve overall "Standard Not Met" rate by 2%******Math: Improve overall "Standard Not Met" rate by 2%******Academic Performance Index:*** This measure is not being provided by the state at this time***Percentage of pupils completing a-g or CTE sequences/programs:*** Increase from 15.5% to 17.5%.***Percentage of EL pupils making progress towards English proficiency:*** Increase from 40% to 42%.***English Learner reclassification rate: 5%******Percentage of pupils passing AP exam with a 3 or higher: 50%******Percentage of pupils who participate in and demonstrate college preparedness on EAP:***

23% English Language Arts - Maintain percentage next year

10% Math - Maintain percentage next year

Priority 5: Pupil Engagement***School Attendance Rate:*** Current Rate is 99%. Due to nature of program, maintain student attendance rates.***Chronic Absenteeism Rate:*** Current Rate: 0% Maintain 0%***Middle School Dropout Rate:*** Current Rate: 0% Maintain 0%***High School Dropout Rate:*** Current County Rate: 16.50%.***High School Graduation Rate:*** Current County Rate 76.4%**Priority 7: Course Access*****Extent to which pupils have access to and are enrolled in a broad course of study:***

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

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

- Create parent educator workshops to help facilitate the new EL curriculum and support EL parent educators.
- Increase parent involvement for our unduplicated pupils by an additional one percent as evidenced by the number of parents attending these parent educator workshops.
- Maintain community relationships with Stars Theater, CALM, and KCM.

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

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

Priority 8: Other Pupil Outcomes

Extent to which pupils outcomes in the subject areas described in Education Code section 5122120 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable:

- VOCS students, that are continuously enrolled, will access Star Renaissance at least two times within the school year.
- VOCS will use 2016-17 as baseline scores.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
VOCS will maintain community partnerships with Stars Theater, CALM, and KCM.	All Schools Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	S/C Services and Other Operating Exp.: \$30,000

<p>Begin process of evaluating available ELA adopted curriculum for grades K-12 and begin purchase of ELA/ELD curriculum based on available funds. Investigate supplemental online resources for purchase.</p>	<p>All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>S/C Book and Supplies-\$40,500 Lottery-\$50,000</p>
<p>Provide research and evidence based professional development training for teaching staff and parent educators.</p>	<p>All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>S/C Services and Other Operating Exp-\$10,000</p>
<p>VOCS will hire a Program Specialist to continue the process of identifying low income pupils, special education needs, EL pupils, and foster youth: create a system that monitors, services, and offers resources to accommodate any potential learning/educational challenges.</p>	<p>All Schools Grades: All</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other</p>	<p>S/C Certificated Personnel Salaries and Benefits-\$115,000</p>
<p>English Learners: Train and update all staff members to inform parent educators about available resources and strategies. Continue to collaborate with EL consultant from KCSOS/CIA to train and assist staff and parent educators in assisting EL students.</p>	<p>All Schools Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>S/C Services and Other Operating Exp-\$5,000</p>

<p>Purchase EL supplemental resources to improve language acquisition.</p>	<p>All Schools Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>S/C Books and Supplies-\$2,500</p>
<p>Foster Youth: Continue to update all staff members in how to serve foster youth, and continue collaboration with Foster Youth Services as needed. Purchase additional support material, as needed for foster youth. Continue to connect students with peer mentoring programs through KCSOS, as needed.</p>	<p>All Schools Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>S/C Books and Supplies-\$2000</p>
<p>Continue to evaluate current practices as they pertain to graduation and drop-out rates, such as student support systems, interventions, etc.</p>	<p>All Schools Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>S/C Classified Personnel Salaries and Benefits-\$44,000</p>

Provide academic planning counseling on a semester basis for all 9, 10, 11, 12th grade students with the support of a part time counselor.	All Schools Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	S/C Certificated Personnel Salaries and Benefits- \$45,000
Continue to identify students who are in danger of dropping out and provide on-site academic interventions and counseling to support at risk students.	All Schools Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	S/C Classified Personnel Salaries and Benefits- \$41,000
Incrementally purchase and upgrade technology as need arises.	All Schools Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	S/C Services and Other Operating Exp- \$40,000 S/C Books and Supplies- \$40,000
Continue to implement technology training for staff, parent educators, and students.	All Schools Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	S/C Services and Other Operating Exp- \$10,000

<p>The addition of a Career Technology Education teacher.</p>	<p>All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>S/C Certificated Salaries and Benefits- \$80,000</p>
<p>Based on sign in sheets at Town Hall Meetings, we will create a baseline rate of participation.</p>	<p>LEA-Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No cost to the program.</p>

LCAP Year 2

<p>Expected Annual Measurable Outcomes:</p>	<p><u>Priority 1: Basic Services</u></p> <p><i>Teachers appropriately assigned and fully credentialed for assignment:</i> Maintain 100%</p> <p><i>Pupils access to standards-aligned materials:</i> Maintain 100% of VOCS' pupils having access to standards-aligned curriculum/materials</p> <p><i>School facilities maintained in good repair:</i> Maintain Exemplary Rating on FIT</p> <p><u>Priority 2: Implementation of State Standards</u></p> <p><i>Implementation of CA academic and performance standards:</i></p> <ul style="list-style-type: none"> • Maintain parent choice program and determine percentage of parent educators using CCSS <p><i>Programs/Services to enable English Learners access to CCSS and ELD standards:</i></p> <ul style="list-style-type: none"> • Create new/additional parent educator workshops to help facilitate the new EL curriculum and support EL parent educators <p><u>Priority 3: Parental Involvement</u></p>
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Efforts to seek parent input in making decisions for district and school sites:

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

Efforts to seek participation of parents for unduplicated pupils:

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

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

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

Priority 4: Pupil Achievement***State wide Assessments: 2015 CAASPP Results:******English Language Arts: Improve overall "Standard Not Met" rate by 2%******Math: Improve overall "Standard Not Met" rate by 2%******Academic Performance Index:*** This measure is not being provided by the state at this time***Percentage of pupils completing a-g or CTE sequences/programs:*** Increase from 17.5% to 19.5%.***Percentage of EL pupils making progress towards English proficiency:*** Increase from 42% to 44%.***English Learner reclassification rate: 5%******Percentage of pupils passing AP exam with a 3 or higher: 50%******Percentage of pupils who participate in and demonstrate college preparedness on EAP:***

23% English Language Arts - Maintain percentage next year

10% Math - Maintain percentage next year

Priority 5: Pupil Engagement

School Attendance Rate: Current Rate is 99%. Due to nature of program, maintain student attendance rates.

Chronic Absenteeism Rate: Current Rate: 0% Maintain 0%

Middle School Dropout Rate: Current Rate: 0% Maintain 0%

High School Dropout Rate: Current County Rate: 16.50%.

High School Graduation Rate: Current County Rate 76.4%

Priority 7: Course Access

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

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

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

- Create parent educator workshops to help facilitate the new EL curriculum and support EL parent educators.
- Increase parent involvement for our unduplicated pupils by an additional one percent as evidenced by the number of parents attending these parent educator workshops.
- Maintain community relationships with Stars Theater, California Living Museum (CALM), and Kern County Museum (KCM).

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

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

Priority 8: Other Pupil Outcomes

Extent to which pupils outcomes in the subject areas described in Education Code section 5122120 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable:

- VOCS students, that are continuously enrolled, will access Star Renaissance at least two times within the school year.
- After a baseline is established, scores will increase 1% each year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>Continue to purchase ELA/ELD and math adopted curriculum, for grades K-12 based on available funds. Continue to investigate supplemental online resources for purchase.</p>	<p>All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>S/C Book and Supplies-\$40,500 Lottery: \$50,000</p>
<p>Continue to provide research and evidence based professional development training for teaching staff and parent educators.</p>	<p>All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>S/C Services and Other Operating Exp-\$10,000</p>
<p>Assess and continue the Program Specialist position to be able to continue the process of identifying low income pupils, special education needs, EL pupils, and foster youth: create a system that monitors, services, and offers resources to accommodate any potential learning/educational challenges.</p>	<p>All Schools Grades: All</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other</p>	<p>S/C Certificated Personnel Salaries and Benefits-\$115,000</p>
<p>English Learners: Continue to train and update all staff members, so they can inform parent educators about available resources and strategies. Continue to collaborate with EL consultant from KCSOS/CIA to train and assist staff and parent educators in assisting EL students.</p>	<p>All Schools Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>S/C Services and Other Operating Exp-\$5,000</p>

<p>Purchase EL supplemental resources to improve language acquisition.</p>	<p>All Schools Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>S/C Books and Supplies-\$2,500</p>
<p>Foster Youth: Continue to update all staff members in how to serve foster youth, and continue collaboration with Foster Youth Services as needed. Purchase additional support material, as needed for foster youth. Continue to connect students with peer mentoring programs through KCSOS, as needed.</p>	<p>All Schools Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>S/C Books and Supplies-\$2000</p>
<p>Continue to evaluate current practices as they pertain to graduation and drop-out rates, such as student support systems, interventions, etc.</p>	<p>All Schools Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>S/C Classified Personnel Salaries and Benefits-\$44,000</p>

Continue to provide academic planning counseling on a semester basis for all 9, 10, 11, 12th grade students with the support of a part time counselor.	All Schools Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	S/C Certificated Personnel Salaries and Benefits-\$45,000
Continue to identify students who are in danger of dropping out and provide on-site academic interventions and counseling to support at risk students.	All Schools Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	S/C Classified Personnel Salaries and Benefits-\$41,000
Continue to maintain community partnerships with Stars Theater, CALM, and KCM.	All Schools Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	S/C Services and Other Operating Exp. -\$30,000
Continue to incrementally purchase and upgrade technology as need arises.	All Schools Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	S/C Services and Other Operating Exp-\$40,000 S/C Books and Supplies-\$40,000

Continue to implement technology training for staff, parent educators, and students.	All Schools Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	S/C Services and Other Operating Exp- \$10,000
Continue with the addition of a Career Technology Education teacher.	All Schools Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	S/C Certificated Salaries and Benefits- \$80,000
Based on sign in sheets at Town Hall Meetings and the established baseline, we will increase participation by 1%.	LEA-Wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	No cost to the program.

LCAP Year 3

Expected Annual Measurable Outcomes:	<p><u>Priority 1: Basic Services</u></p> <p><i>Teachers appropriately assigned and fully credentialed for assignment:</i> Maintain 100%</p> <p><i>Pupils access to standards-aligned materials:</i> Maintain 100% of VOCS' pupils having access to standards-aligned curriculum/materials</p> <p><i>School facilities maintained in good repair:</i> Maintain Exemplary Rating on FIT</p> <p><u>Priority 2: Implementation of State Standards</u></p>
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Implementation of CA academic and performance standards:

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

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

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

Priority 3: Parental Involvement***Efforts to seek parent input in making decisions for district and school sites:***

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

Efforts to seek participation of parents for unduplicated pupils:

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

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

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

Priority 4: Pupil Achievement***State wide Assessments: 2015 CAASPP Results:*****English Language Arts: Improve overall "Standard Not Met" rate by 2%****Math: Improve overall "Standard Not Met" rate by 2%*****Academic Performance Index:*** This measure is not being provided by the state at this time***Percentage of pupils completing a-g or CTE sequences/programs:*** Increase from 19.5% to 21.5%.***Percentage of EL pupils making progress towards English proficiency:*** Increase from 44% to 46%.

English Learner reclassification rate: 5%

Percentage of pupils passing AP exam with a 3 or higher: 50%

Percentage of pupils who participate in and demonstrate college preparedness on EAP:

23% English Language Arts - Maintain percentage next year

10% Math - Maintain percentage next year

Priority 5: Pupil Engagement

School Attendance Rate: Current Rate is 99%. Due to nature of program, maintain student attendance rates.

Chronic Absenteeism Rate: Current Rate: 0% Maintain 0%

Middle School Dropout Rate: Current Rate: 0% Maintain 0%

High School Dropout Rate: Current County Rate: 16.50%.

High School Graduation Rate: Current County Rate 76.4%

Priority 7: Course Access

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

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

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

- Create parent educator workshops to help facilitate the EL curriculum and support EL parent educators.
- Increase parent involvement for our unduplicated pupils by an additional one percent as evidenced by the number of parents attending these parent educator workshops.
- Maintain community relationships with Stars Theater, California Living Museum (CALM), and Kern County Museum (KCM).

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

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

Priority 8: Other Pupil Outcomes

Extent to which pupils outcomes in the subject areas described in Education Code section 5122120 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable:

- VOCS students, that are continuously enrolled, will access Star Renaissance at least two times within the school year.
- After a baseline is established, scores will increase 1% each year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to purchase ELA/ELD and math adopted curriculum, for grades K-12 based on available funds. Continue to investigate supplemental online resources for purchase.	All Schools Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	S/C Book and Supplies-\$40,500 Lottery: \$50,000
Continue to provide research and evidence based professional development training for teaching staff and parent educators.	All Schools Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	S/C Services and Other Operating Exp-\$10,000
Assess and continue the Program Specialist position to be able to continue the process of identifying low income pupils, special education needs, EL pupils, and foster youth: create a system that monitors, services, and offers resources to accommodate any potential learning/educational challenges.	All Schools Grades: All	_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	S/C Certificated Personnel Salaries and Benefits-\$115,000

<p>English Learners:</p> <p>Continue to train and update all staff members, so they can inform parent educators about available resources and strategies.</p> <p>Continue to collaborate with EL consultant from KCSOS/CIA to train and assist staff and parent educators in assisting EL students.</p>	<p>All Schools</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>S/C Services and Other Operating Exp-\$5,000</p>
<p>Purchase EL supplemental resources to improve language acquisition.</p>	<p>All Schools</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>S/C Books and Supplies-\$2,500</p>
<p>Foster Youth:</p> <p>Continue to update all staff members in how to serve foster youth, and continue collaboration with Foster Youth Services as needed.</p> <p>Purchase additional support material, as needed for foster youth.</p> <p>Continue to connect students with peer mentoring programs through KCSOS, as needed.</p>	<p>All Schools</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>S/C Books and Supplies-\$2000</p>

<p>Continue to evaluate current practices as they pertain to graduation and drop-out rates, such as student support systems, interventions, etc.</p>	<p>All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>S/C Classified Personnel Salaries and Benefits- \$44,000</p>
<p>Continue to provide academic planning counseling on a semester basis for all 9, 10, 11, 12th grade students with the support of a part time counselor.</p>	<p>All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>S/C Certificated Personnel Salaries and Benefits- \$45,000</p>
<p>Continue to identify students who are in danger of dropping out and provide on-site academic interventions and counseling to support at risk students.</p>	<p>All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>S/C Classified Personnel Salaries and Benefits- \$41,000</p>
<p>Continue to maintain community partnerships with Stars Theater, CALM, and KCM.</p>	<p>All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>S/C Services and Other Operating Exp. : \$30,000</p>

<p>Continue to incrementally purchase and upgrade technology as need arises.</p>	<p>All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>S/C Services and Other Operating Exp- \$40,000 S/C Books and Supplies- \$40,000</p>
<p>Continue to implement technology training for staff, parent educators, and students.</p>	<p>All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>S/C Services and Other Operating Exp- \$10,000</p>
<p>Continue with the addition of a Career Technology Education teacher.</p>	<p>All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>S/C Certificated Salaries and Benefits- \$80,000</p>
<p>Based on sign in sheets at Town Hall Meetings and the established baseline, we will increase participation by 1%.</p>	<p>LEA-Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No cost to the program.</p>

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.		Related State and/or Local Priorities: _1 _2 _3 _4 _5 X6 _7 _8 Local: N/A
Identified Need:	<p>Priority 6: School Climate</p> <p>Suspension Rate: Current Rate is 0%.</p> <p>Expulsion Rate: Current Rate is 0%.</p> <p>Other local measures on sense of safety and school connectedness:</p> <ul style="list-style-type: none"> According to the End of the Year Surveys, 95% of VOCS stakeholders report school facilities are safe and secure 		
Goal Applies to:	Schools:	All sites.	
		Grades: All	
	Applicable Pupil Subgroups:	All	
LCAP Year 1			
Expected Annual Measurable Outcomes:	<p>Priority 6: School Climate</p> <p>Suspension Rate: Current Rate is 0%. Maintain 0%</p> <p>Expulsion Rate: Current Rate is 0%. Maintain 0%</p> <p>Other local measures on sense of safety and school connectedness:</p> <ul style="list-style-type: none"> Continue to provide a safe and secure environment for our students, staff, and parents. Additionally, 100% of VOCS staff will participate in safety training, including the conducting of safety drills. VOCS will also maintain a Comprehensive Safety Plan for each site. 		
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service
	Budgeted Expenditures		

<p>Continue improvements to all sites to bring a sense of school pride and connectedness through school activities.</p>	<p>All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>S/C-\$5,000</p>
<p>To bring a sense of school pride and connectedness, VOCS will provide incentives to students.</p>	<p>All Schools Grades: All</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other</p>	<p>S/C Books and Supplies-\$2500</p>
<p>LCAP Year 2</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p><u>Priority 6: School Climate</u> <i>Suspension Rate:</i> Current Rate is 0%. Maintain 0% <i>Expulsion Rate:</i> Current Rate is 0%. Maintain 0% <i>Other local measures on sense of safety and school connectedness:</i></p> <ul style="list-style-type: none"> • Continue to provide a safe and secure environment for our students, staff, and parents. Additionally, 100% of VOCS staff will participate in safety training, including the conducting of safety drills. VOCS will also maintain a Comprehensive Safety Plan for each site. 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>Continue improvements to all sites to bring a sense of school pride and connectedness through school activities.</p>	<p>All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>S/C Capital Outlay-\$5,000</p>
<p>To bring a sense of school pride and connectedness, VOCS will continue to provide incentives to students.</p>	<p>All Schools Grades: All</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other</p>	<p>S/C Books and Supplies-\$2500</p>
<p>LCAP Year 3</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p><u>Priority 6: School Climate</u> <i>Suspension Rate:</i> Current Rate is 0%. Maintain 0% <i>Expulsion Rate:</i> Current Rate is 0%. Maintain 0% <i>Other local measures on sense of safety and school connectedness:</i></p> <ul style="list-style-type: none"> • Continue to provide a safe and secure environment for our students, staff, and parents. Additionally, 100% of VOCS staff will participate in safety training, including the conducting of safety drills. VOCS will also maintain a Comprehensive Safety Plan for each site. 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

Continue improvements to all sites to bring a sense of school pride and connectedness through school activities.	All Schools Grades: All	<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	S/C Capital Outlay-\$5,000
To bring a sense of school pride and connectedness, VOCS will continue to provide incentives to students.	All Schools Grades: All	<input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other	S/C Books and Supplies-\$2500

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 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 Education Code 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 schoolsites 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?

Original Goal from prior year LCAP:	In alignment with state standards, students will increase scores in math and ELA by 10% by 2017-2018 as measured by local and CAASPP assessments.		Related State and/or Local Priorities: X 1 X 2 X 3 X 4 _5 _6 _7 X 8 Local:
Goal Applies to:	Schools:	All Sites	
		Grades: All	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	Increase student scores in ELA and math by 3% from baseline 2015 CAASPP scores 1. <u>Basic Services</u> <ul style="list-style-type: none"> • HQT: 98% of teachers are highly qualified per 	Actual Annual Measurable Outcomes:	<u>Priority 1: Basic Services</u> <i>Teachers appropriately assigned and fully credentialed for assignment: 100%</i> <i>Pupils access to standards-aligned</i>

- CDE-EDMS Data Collection
- Instructional Materials: 100% of students have access to standards aligned curriculum (instructional materials would be the percent of students who have standards-aligned instructional materials in all content areas)
- Facilities: Exemplary rating on the FIT

4. Student Achievement

- State assessment proficient/advanced rate for the district (CST/AYP for Math/ELA/Social Science/Science):
 - Valley Oaks Charter School
 - ELA: 48%
 - Math: 37%
 - Algebra I: 34%
 - Geometry: 13%
 - Algebra II: 15%
 - Summative Math: 41%
 - Social Science 8th Grade: 46%
 - World History: 44%
 - U.S. History: 42%
 - Life Science: 52%
 - Biology: 51%
 - Chemistry: 25%
 - Earth Science: 46%
- API (School wide) - 751 (800 Students)
- API (White) - 754 (593 Students)
- API (Hispanic/Latino) - 729 (157 Students)
- Socioeconomically Disadvantaged: 751 (25 students)
- English Learners: 725 (29 students)
- Students with disabilities: 510 (61 students)

Met participation Rate Target for both ELA and Math

- 22.16% of students completed A-G courses
- AMAO1-AMAO2: (Not a Title III program): N/A
- Redesignation rate: 6.0%
- AP Exam: 6 of 317, 100% passage rate in

materials: 100% of VOCS' pupils having access to standards-aligned curriculum/materials

School facilities maintained in good repair: Exemplary Rating on FIT

Priority 2: Implementation of State Standards

Implementation of CA academic and performance standards:

- Collected CCSS assessment data and continued to provide CCSS training to VOCS staff and parent educators to establish a baseline.

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

- Purchased EL curriculum that included CCSS and ELD standards for EL students

Priority 3: Parental Involvement

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

- 100% of parent participation is reflected on the VOCS Master Agreement.
- VOCS communicated and advertised Town Hall meetings by sending weekly emails/newsflash/announcements to VOCS families.
- Parents are able to offer 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. While parent participation is mostly high, Town Hall meetings tend to have the lowest attendance according to sign-in sheets.

2013-2014. Results for 2014-2015 is not currently available

- Early Assessment Project (EAP) College Ready rates for math and ELA:
 - Total Number of Students Tested: 36; 49% of students
 - Math: 27%
 - ELA: 11%

5. Pupil Engagement

- VOCS attendance rate is 99.4%
- Chronic absenteeism is 0%
- Middle school drop out rate is 0%
- High school dropout rate is 16.5% (Countywide average)
- High school graduation rate is 76.4% (Countywide average)

Efforts to seek participation of parents for unduplicated pupils:

- VOCS communicated and advertised Town Hall meetings by sending weekly emails/newsflash/announcements to VOCS families.
- Parents did participate via surveys, table meetings, emails, weekly Q&A, VOPAC, and at the Board meeting. Additionally, parents participated in "Town Hall" meetings at each site.

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

- VOCS communicated and advertised Town Hall meetings by sending weekly emails/newsflash/announcements to VOCS families.
- Parents did participate via surveys, table meetings, emails, weekly Q&A, VOPAC, and at the Board meeting. Additionally, 95% of parents of students with exceptional needs attended and participated in scheduled annual, initial, triennial, or as needed basis IEP meetings.

Priority 4: Pupil Achievement

State wide Assessments: 2015 CAASPP Results: Prof/Advanced: English Language Arts:

Standard Exceeded/Standard Met/Standard Nearly Met/Standard Not Met

Overall: 10%/28%/32%/30%

3rd 11%/16%/34%/39%

4th 5%/22%/28%/45%

5th 10%/23%/34%/33%

6th 8%/21%/39%/32%

7th 9%/29%/32%/30%

8th 7%/41%/32%/19%

11th 23%/52%/20%/5%

Subgroups Overall scores:

Socioeconomically Disadvantaged:
5%/26%/27%/43%

English Learners: 0%/0%/30%/70%

Hispanic: 4%/31%/34%/32%

Special Education: 3%/11%/27%/59%

Math:

ALL: Standard Exceeded/Standard Met/Standard
Nearly Met/Standard Not Met

Overall: 6%/12%/37%/45%

3rd 3%/20%/35%/42%

4th 2%/13%/39%/45%

5th 3%/5%/34%/57%

6th 8%/12%/32%/48%

7th 7%/14%/45%/35%

8th 7%/14%/37%/42%

11th 10%/5%/43%/43%

Subgroups Overall scores:

Socioeconomically Disadvantaged:
4%/8%/32%/56%

English Learners: 0%/0%/20%/80%

Hispanic: 2%/10%/43%/45%

Special Education: 0%/8%/26%/66%

Academic Performance Index: This measure is not being provided by the state at this time

Percentage of pupils completing a-g or CTE sequences/programs: 15.5%

Percentage of EL pupils making progress towards English proficiency: 40%

English Learner reclassification rate: 0

Percentage of pupils passing AP exam with a 3 or higher: Three students attempted the exam-scores not yet available.

Percentage of pupils who participate in and demonstrate college preparedness on EAP:

23% English Language Arts

10% Math

Priority 5: Pupil Engagement

School Attendance Rate: Current Rate is 99%.

Chronic Absenteeism Rate: Current Rate: 0%

Middle School Dropout Rate: Current Rate: 0%

High School Dropout Rate: Current County Rate: 16.50%

High School Graduation Rate: Current County Rate 76.4%

Priority 8: Other Pupil Outcomes

Extent to which pupil outcomes in the subject

		<p>areas described in Education Code section 512210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable:</p> <ul style="list-style-type: none"> • VOCS continued to use Star Renaissance to assess students in the area of reading and math. • VOCS will use 2016-17 as baseline scores. 	
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Purchase remaining grade levels (K-2) for Common Core adopted math curriculum and implement for all grades. Begin process of evaluating available ELA adopted curriculum for grades K-12 and begin purchase of ELA curriculum based on available funds. Investigate supplemental online resources for purchase.</p>	<p>Lottery \$75K Math Textbooks</p> <p>LCFF Base \$75K - ELA</p> <p>S/C-\$50K Supplemental Curriculum</p>	<ul style="list-style-type: none"> • CCSS Math Curriculum was implemented for all grades • CCSS adopted ELA Curriculum was evaluated and a committee was formed to start the selection/purchase process • Supplemental online resources were investigated and purchased to help meet the needs of all subgroups <ul style="list-style-type: none"> ◦ Accelerated Reader ◦ Mathletics 	<p>S&C: Books and Supplies - \$51,866 - Math Textbooks</p> <p>S&C: Books and Supplies - \$47,000 - ELA/ELD Textbooks</p> <p>S&C: Books and Supplies - \$8100 - Accelerated Reader</p> <p>S&C: Books and Supplies - \$7500 - Mathletics</p>

Scope of service:	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Through professional development teachers will incorporate CCSS adopted Math curriculum into units of study and K-8 grids.		Certificated Salaries Lottery \$5K LCFF Base \$5K S/C \$10K	<ul style="list-style-type: none"> Both K-8 and High School staff worked over the summer to incorporate CCSS adopted math curriculum into units of study and the K-8 grids. K-8 and High School staff attended professional development workshops developed for the CCSS math curriculum. K-8 staff provided professional development workshops for parents to share ways to incorporate the new math curriculum. 	S&C: Certificated Personnel Salaries and Benefits - \$31,000	
Scope of service:	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

<p>Provide research and evidence based training for teaching staff, and parent educators; to include current newly purchased adopted math curriculum strategies.</p>		<p>Professional Dev. Lottery \$5K</p> <p>LCFF Base \$7.5K</p> <p>S/C \$20K</p>	<ul style="list-style-type: none"> • Certificated staff participated in KCSOS CCSS math curriculum training • Certificated staff participated in Houghton Mifflin Harcourt mathematics webinar training • K-8 certificated staff provided math curriculum strategies to VOCS parent educators at table meetings and parent workshops • Professional development opportunities were also provided and included training on safety, cyber-bullying, crisis response, CAASPP, next generation science, and BTSA. 		<p>S&C: Services and Other Operating Exp. - Houghton Mifflin Harcourt Mathematics Webinar Training - \$1000</p> <p>S&C: Services and Operating Exp. - Professional Development - \$17,000</p>
<p>Scope of service:</p>	<p>LEA Wide</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>LEA Wide</p> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		

<p>VOCS will hire an academic skills specialist to continue the process of identifying low income pupils, EL pupils, and foster youth: create a system that monitors, services, and offers resources to accommodate any potential learning/educational challenges.</p>		<p>Certificated Salary LCFF S/C \$80K</p>	<p>VOCS did not hire an academic skills specialist this year, due to number of students actually enrolled in the program. However, administration continued to work with credentialed teachers to make sure all subgroups were provided access to all programs and accommodations were made for any potential learning and/or educational challenges.</p> <p>Additionally, an instructional aide was hired to assist VOCS with these subgroups and to provide extra services to the students when needed.</p> <p>Furthermore, due to the increase enrollment in our special education population, a program specialist was hired to provide assistance to the special education teachers and the families of special needs students.</p>		<p>S&C: Classified Personnel Salaries/Benefits - Instructional Aide - \$41,000</p> <p>S&C: Certificated Personnel Salaries/Benefits - Special Education Program Specialist - \$9,000</p>
<p>Scope of service:</p>	<p>LEA Wide</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>LEA Wide</p> <p>Grades: All</p>	
<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless</p> <p>_ Other</p>			<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless</p> <p>_ Other</p>		

English Learners: Train and update all staff members to inform parent educators about available resources and strategies. Continue to collaborate with EL consultant from KCSOS/CIA to train and assist staff and parent educators in assisting EL students.		Professional Dev. LCFF S/C 10K	Due to number of students actually enrolled in the program, credentialed teachers continued to work with EL families as needed. Additionally, administration and credentialed teachers made sure all EL parents and students were provided access to all programs. Also, accommodations were made for any potential learning and/or educational challenges and VOCS collaborated with the EL consultant from KCSOS as needed.	No expenditures were made.
Scope of service:	LEA Wide Grades: All		Scope of service: LEA Wide Grades: All	
<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
Purchase EL supplemental resources to improve language acquisition.		Supplemental Materials \$2.5K LCFF S/C	After researching the newly adopted EL curriculum, VOCS did not purchase EL curriculum that incorporated EL state standards, including supplemental materials. This will occur during the 2016-17 school year.	S&C: Books and Supplies - EL Curriculum and Supplemental Materials - \$0
Scope of service:	LEA Wide Grades: All		Scope of service: LEA Wide Grades: All	

<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>Foster Youth:</p> <p>Continue to update all staff members in how to serve foster youth, and continue collaboration with Foster Youth Services as needed.</p> <p>Purchase additional support material, as needed for foster youth.</p> <p>Continue to connect students with peer mentoring programs through KCSOS, as needed.</p>		<p>Supplies LCFF S/C \$500</p>	<p>Although VOCS had a very low percentage of Foster Youth students, administration continued to update all staff members how to serve these students and collaborated with KCSOS Foster Youth Services, as needed. No additional support material was needed this year and VOCS continued to connect students with peer monitoring programs through KCSOS, when needed.</p>	<p>No expenditures were made.</p>
<p>Scope of service:</p>	<p>LEA Wide</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>LEA Wide</p> <p>Grades: All</p>
<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	

<p>English Learner and Redesignated Pupils:</p> <p>While VOCS only serves <2% of English Learners, VOCS believes the goals set forth in LCAP for all students will impact our EL/RFEP population in a postive way.</p> <p>VOCS will continue to collaborate with EL consultant from KCSOS/CIA to train and assist staff and parent educators to assist EL students in reaching proficiency and reclassification.</p> <p>Continue to support all staff members and parent educators about available resources and strategies.</p>		<p>Professional Dev. LCFF S/C \$5K</p> <p>Certificated Salary LCFF S/C \$15K</p>	<p>While VOCS continues to serve a small population of English Learners, administration and staff continue to collaborate to find ways to help EL students and parent educators. VOCS staff attended a KCSOS sponsored EL workshop to learn about different EL resources and strategies, which helped VOCS students and parent educators.</p> <p>VOCS identifies that this is an area that needs further investigation. Finding different ways to improve strategies and techniques to serve our EL students needs to be a continued goal for the 2016-17 school year.</p>	<p>No expeditures were made.</p>
<p>Scope of service:</p>	<p>LEA Wide</p> <p>Grades: All</p>		<p>Scope of service:</p> <p>LEA Wide</p> <p>Grades: All</p>	
<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	

What changes in actions, services, and expenditures	<p>After reviewing all goals, and listening to all stakeholders, Goal 1 will combine Goal 1, 2, and 3 and now read:</p> <ul style="list-style-type: none"> VOCS students will graduate high school completely prepared to enter into a higher education and/or pursue a career path successfully. <p>Additionally, it will combine state priorities 1, 2, 3, 4, 5, 7, and 8 in Goal 1, and VOCS's EL population and Special Education population will be a focus for 2016-17. Also, VOCS will maintain community partnerships with Stars Theater, CALM, and KCM.</p> <p>Furthermore, each action had the following progress:</p> <ul style="list-style-type: none"> Action 1a was effective and ELA curriculum needs to be purchased in 2016-17. Expenditures were \$5,000 less than estimated. Action 1b was effective and completed. Expenses exceeded estimation by \$10,000 due to additional staff members attending the professional development workshops. Action 1c was effective and needs to be continued. Expenditures were \$14,500 less than estimated due to other professional development opportunities by staff. Action 1d needs to be continued. Expenditures were \$30,000 less than estimated due to hiring instructional aide and program specialist. Action 1e was effective and needs to be continued. Expenditures were overestimated by \$10,000 due to the low enrollment. Action 1f was effective and completed and EL curriculum will be purchased next year. Expenses were \$2,500 less than estimated because curriculum was not purchased. Action 1g was effective and needs to be continued. Expenditures were overestimated by \$500 due to the low enrollment. Action 1h will be combined with a new action (Action 1C in the 2016-17 plan). Expenditures were \$20,000 less than estimated because existing staff provided training to other staff members and parents.
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Original Goal from prior year LCAP:	Increase the graduation rate to 82% by 2017-2018 school year		Related State and/or Local Priorities: X 1 _2 _3 X 4 X 5 _6 _7 _8 Local:	
Goal Applies to:	Schools:	All Schools		
	Grades:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual	Increase graduation rate to 78%		Actual Annual	Priority 1: Basic Services

Measurable Outcomes:

1. Basic Services

- HQT: 98% of teachers are highly qualified per CDE-EDMS Data Collection
- Instructional Materials: 100% of students have access to standards aligned curriculum (instructional materials would be the percent of students who have standards-aligned instructional materials in all content areas)
- Facilities: Exemplary rating on the FIT

4. Student Achievement

- State assessment proficient/advanced rate for the district (CST/AYP for Math/ELA/Social Science/Science) 2012-13:
 - Valley Oaks Charter School
 - ELA: 55%
 - Math: 44%
 - Algebra I: 41%
 - Geometry: 24%
 - Algebra II: 22%
 - Summative Math: 48%
 - Social Science 8th Grade: 46%
 - World History: 44%
 - U.S. History: 42%
 - Life Science: 52%
 - Biology: 51%
 - Chemistry: 25%
 - Earth Science: 46%
- API (School wide) - 751 (800 Students)
- API (White) - 754 (593 Students)
- API (Hispanic/Latino) - 729 (157 Students)
- Socioeconomically Disadvantaged: 751 (25 students)
- English Learners: 725 (29 students)
- Students with disabilities: 510 (61 students)

Met participation Rate Target for both ELA and Math

- 22.16% of students completed A-G courses

Measurable Outcomes:

Teachers appropriately assigned and fully credentialed for assignment: 100%

Pupils access to standards-aligned materials: 100% of VOCS' pupils having access to standards-aligned curriculum/materials

School facilities maintained in good repair: Exemplary Rating on FIT

Priority 4: Pupil Achievement

State wide Assessments: CAASP Results:

Prof/Advanced:

English Language Arts:

Standard Exceeded/Standard Met/Standard Nearly Met/Standard Not Met

Overall: 10%/28%/32%/30%

3rd 11%/16%/34%/39%

4th 5%/22%/28%/45%

5th 10%/23%/34%/33%

6th 8%/21%/39%/32%

7th 9%/29%/32%/30%

8th 7%/41%/32%/19%

11th 23%/52%/20%/5%

Subgroups Overall scores:

Socioeconomically Disadvantaged:
5%/26%/27%/43%

English Learners: 0%/0%/30%/70%

Hispanic: 4%/31%/34%/32%

- AMAO1-AMAO2: (Not a Title III program): N/A
- Number of EL students redesignated: 10.0%
- AP Exam: Passage rate 100%
- Early Assessment Project (EAP) College Ready rates for math and ELA:
 - Total Number of Students Tested: 36; 49% of students
 - Math: 34%
 - ELA: 18%

5. Pupil Engagement

- VOCS attendance rate is 99.4%
- Chronic absenteeism is 0%
- Middle school dropout rate is 0%
- High school dropout rate is 16.5%
- High school graduation rate is 78%

Special Education: 3%/11%/27%/59%

Math:

ALL: Standard Exceeded/Standard Met/Standard Nearly Met/Standard Not Met

Overall: 6%/12%/37%/45%

3rd 3%/20%/35%/42%

4th 2%/13%/39%/45%

5th 3%/5%/34%/57%

6th 8%/12%/32%/48%

7th 7%/14%/45%/35%

8th 7%/14%/37%/42%

11th 10%/5%/43%/43%

Subgroups Overall scores:

Socioeconomically Disadvantaged:
4%/8%/32%/56%

English Learners: 0%/0%/20%/80%

Hispanic: 2%/10%/43%/45%

Special Education: 0%/8%/26%/66%

Academic Performance Index: This measure is not being provided by the state at this time

Percentage of pupils completing a-g or CTE sequences/programs: 15.5%

Percentage of EL pupils making progress towards English proficiency: 40%

English Learner reclassification rate: 0

			<p>Percentage of pupils passing AP exam with a 3 or higher: Three students attempted the exam-scores not yet available.</p> <p>Percentage of pupils who participate in and demonstrate college preparedness on EAP:</p> <p>23% English Language Arts</p> <p>10% Math</p> <p>Priority 5: Pupil Engagement</p> <p>School Attendance Rate: Current Rate is 99%.</p> <p>Chronic Absenteeism Rate: Current Rate: 0%</p> <p>Middle School Dropout Rate: Current Rate: 0%</p> <p>High School Dropout Rate: Current County Rate: 16.50%</p> <p>High School Graduation Rate: Current County Rate 76.4%</p>
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Continue to evaluate current practices as they pertain to graduation and drop-out rates, such as student support systems, interventions, etc.	No cost to program at this time	Due to the nature of VOCS program, graduation and drop-out rates remained the same this year. Administration and certificated staff support all students, including interventions, and do their best make sure they succeed in our program.	No cost to the program at this time.

Scope of service:	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: 9th, 10th, 11th, 12th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Continue to provide academic planning counseling on a semester basis for all 9, 10, 11, 12th grade students.		No cost to program at this time	Throughout the year, all credentialed teachers and administration provided academic planning and counseling for all 9th - 12th grade students. For the 2016-17 school year, a part-time school counselor will be hired to help VOCS students plan for life after high school.	No cost to the program at this time.	
Scope of service:	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: 9th, 10th, 11th, 12th	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

Continue to identify students who are in danger of dropping out and provide on-site academic interventions and counseling to support at risk students.		Certificated Salaries \$9K LCFF S/C	VOCS administration and certificated staff continued to identify students who were in danger of dropping out and provided on-site academic intervention/counseling to support at risk students. Additionally, administration provided certificated staff resources for working with emotional students by giving out the emergency number to the suicidal hotline for students with emotional concerns. Additionally, VOCS hired an instructional aide to provide assistance to certificated staff and administration.		S&C: Classified Personnel Salaries/Benefits - Instructional Aide - \$41,000
Scope of service:	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: 9th, 10th, 11th, 12th	
<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>		
Continue to work with county agencies and school districts to assist in providing a more appropriate placement, for a particular student or group of students.		No cost to program at this time.	As needed, VOCS continued to work with county agencies and school districts to assist in providing a more appropriate placement for a particular student or group of students.		No Cost to the Program
Scope of service:	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: All	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		
<p>Continue to implement surveys and meetings for students exiting VOCS: continue to annually review Aeries dropout and graduation rate data.</p>		<p>No cost to program at this time</p>	<p>VOCS continues to review Aeries dropout rate and graduation rate as students leave our program. One area VOCS needs to work on for 2016-17 is implementing surveys and meetings with students leaving the VOCS program.</p>		<p>No cost to the program at this time.</p>
<p>Scope of service:</p>	<p>LEA Wide</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>LEA Wide</p> <p>Grades: 9th, 10th, 11th, 12th</p>	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		

What changes in actions, servivces, and expenditures	<p>After reviewing all goals, and listening to all stakeholders, Goal 2 will now be included in Goal 1, which now reads:</p> <ul style="list-style-type: none"> • VOCS students will graduate high school completely prepared to enter into a higher education and/or pursue a career path successfully. <p>Furthermore, each action had the following progress:</p> <ul style="list-style-type: none"> • Action 2a was effective and needs to be continued. • Action 2b was effective and needs to be continued. • Action 2c was effective and needs to be continued. The estimated cost was grossly underestimated and therefore the acutal cost was \$32,000 more than previously stated. • Action 2d was effective and completed. • Action 2e was effective and completed.
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Original Goal from prior year LCAP:	In order to facilitate 21st Century skills and improve course access, all sites are in need of technology access and equipment.		Related State and/or Local Priorities: _1 _2 X3 _4 _5 _6 X7 _8 Local:
Goal Applies to:	Schools:	All Sites	
	Grades:	All	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	<p>3. <u>Parent Involvement</u></p> <ul style="list-style-type: none"> • 100% parent participation based on Master Agreement • 100% of parents are involved in decision making processes based on surveys, table meetings, emails, weekly Q&A, Valley Oaks Parent Advisory Committee attendance, and Governing Board representation, including parents of unduplicated pupils and students with exceptional needs. <p>100% of parents are involved in decision making processes based on surveys, table meetings, emails, weekly Q&A, Valley Oaks Parent Advisory</p>	Actual Annual Measurable Outcomes:	<p><u>Priority 3: Parental Involvement</u></p> <p><i>Efforts to seek parent input in making decisions for district and school sites:</i></p> <ul style="list-style-type: none"> • 100% of parent participation is reflected on the VOCS Master Agreement. • VOCS communicated and advertised Town Hall meetings by sending weekly emails/newsflash/announcements to VOCS families. • Additionally, parents are able to offer input in making decisions for each site by completing surveys, attending table meetings, receiving weekly emails/newsflash/announcements,

Committee attendance, and Governing Board representation.

7. Course Access

- 100% of students have access to courses as defined in California Education Code 51210 and 51220 per Master Agreements
- 15:1 Student ratio for computer access

attending parent workshops, attending Town Hall meetings with administrators, and/or attending the VOCS Board meeting. While parent participation is mostly high, Town Hall meetings tend to have the lowest attendance.

Efforts to seek participation of parents for unduplicated pupils:

- Parents did participate via surveys, table meetings, emails, weekly Q&A, VOPAC, and at the Board meeting. Additionally, parents participated in "Town Hall" meetings at each site.
- VOCS communicated and advertised Town Hall meetings by sending weekly emails/newsflash/announcements to VOCS families.

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

- Parents did participate via surveys, table meetings, emails, weekly Q&A, VOPAC, and at the Board meeting. Additionally, 95% of parents of students with exceptional needs attended and participated in scheduled annual, initial, triennial, or as needed basis IEP meetings.
- VOCS communicated and advertised Town Hall meetings by sending weekly emails/newsflash/announcements to VOCS families.

Priority 7: Course Access

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

- All VOCS students have access to a broad course of study as defined by EC 51210/51220. Additionally, VOCS carries a 10:1 ratio for computer access for all

			<p>students.</p> <p><i>Extent to which pupils have access to and are enrolled in programs/services for unduplicated pupils:</i></p> <ul style="list-style-type: none"> • After signing the Master Agreement, unduplicated pupils were given the opportunity to have access to all VOCS programs and services. Additionally, parents with unduplicated pupils were offered support through parent workshops and table meetings with credentialed teachers. <p><i>Extent to which pupils have access to and are enrolled in programs/services for pupils with exceptional needs:</i></p> <ul style="list-style-type: none"> • After signing the Master Agreement, pupils with exceptional needs were given the opportunity to have access to all VOCS programs and services. • Additionally, parents with exceptional needs were offered support through parent workshops and table meetings with credentialed teachers.
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

Continue to inventory VOCS enrichment classes and labs. Incrementally purchase new computers at 25% of inventory to replace old and add more computers as funds become available.		Equipment \$100K LCFF S/C	VOCS continued to inventory enrichment classes and labs and incrementally purchased new computers as funds became available. Additionally, infrastructure has been/will be increased at the Bakersfield, Tehachapi, Taft, and Frazier Park locations. Furthermore the following purchases/improvements were made: <ul style="list-style-type: none"> • 41 Student laptops • 54 Chromebooks • 37 Teacher Laptops • 3 Desk Tops • 9 CISC Radios • Hard wire high school Mac Lab • Main server moved downtown 		\$40,000 - Technology: S&C: Books and Supplies \$2500 - Professional Development: S&C: Services and Other Operating Exp.
Scope of service:	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Survey use of technology between home and school.		No cost to program	VOCS parents were surveyed at Town Hall Meetings on the use of technology between home and school.		No cost to the program.
Scope of service:	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: All	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>Continue to research site technology and infrastructure to support parent educators and students.</p>		<p>No cost to program</p>	<ul style="list-style-type: none"> • VOCS Technology <ul style="list-style-type: none"> ◦ Infrastructure was increased at sites to provide support to staff, students, and parents • Parent Educators Technology <ul style="list-style-type: none"> ◦ Infrastructure varies at each site. Administration discovered that each site experiences challenges with parents and their access to technology at home. Being able to provide access on-site will allow parents to the opportunity to use technology away from home. 	<p>S&C: Services and Other Operating Exp. \$15,000 - Technology/Infrastructure</p>
<p>Scope of service:</p>	<p>LEA Wide</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>LEA Wide</p> <p>Grades: All</p>
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	

Continue to implement technology training for staff, parent educators, and students.		Professional Dev. \$2.5K LCFF Base \$10K S/C	VOCS is committed to training staff, parent educators, and students in technology. This year certificated staff participated in the Google Apps for Education (GAPE) in Bakersfield. After this experience, they were able to take the tips and techniques back to the VOCS students and parents.		S&C: Services and Other Operating Exp. - GAPE Conference - \$2,500
Scope of service:	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Continue to assess needs for additional technology		No cost to program	Throughout the year, VOCS continued to assess the need for additional technology. Frazier Park, Taft, Tehachapi, and Kern River Valley have all been assessed and each site has been addressed accordingly.		No cost to the program at this time.
Scope of service:	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other
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What changes in actions, servivces, and expenditures	After reviewing all goals, and listening to all stakeholders, Goal 3 will now be included in Goal 1, which now reads: <ul style="list-style-type: none"> • VOCS students will graduate high school completely prepared to enter into a higher education and/or pursue a career path successfully. Furthermore, each action had the following progress: <ul style="list-style-type: none"> • Action 3a was effective and needs to be continued. Estimated expenses were less due to the number of devices purchased was substantially less than planned. • Action 3b was effective and completed. • Action 3c was effective and needs to be continued. After research was completed and additional \$15,000 was needed. • Action 3d was effective and needs to be continued. The actual expenses were less than estimated due to more internal and local professional development opportunities. • Action 3e was effective and completed.
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Original Goal from prior year LCAP:	Provide facilities that will ensure a safe and effective campus.	Related State and/or Local Priorities: X 1 _2 X 3 _4 _5 X 6 _7 _8 Local:
Goal Applies to:	Schools:	All Schools
	Grades:	All
	Applicable Pupil Subgroups:	All
Expected Annual Measurable	Continue to research possibilities for expansion	Actual Annual Measurable We continued to research possibilities for expansion

<p>Outcomes:</p>	<p>and/or improvement of Bakersfield and Tehachapi facilities.</p> <p>Replace roof on Bakersfield Building A.</p> <p>Repair parking lot at high school campus.</p> <p>1. <u>Basic Services</u></p> <ul style="list-style-type: none"> • HQT: 98% of teachers are highly qualified per CDE-EDMS Data Collection • Instructional Materials: 100% of students have access to standards aligned curriculum (instructional materials would be the percent of students who have standards-aligned instructional materials in all content areas) • Facilities: Exemplary rating on the FIT <p>3. <u>Parent Involvement</u></p> <ul style="list-style-type: none"> • 100% parent participation based on Master Agreement • 100% of parents are involved in decision making processes based on surveys, table meetings, emails, weekly Q&A, Valley Oaks Parent Advisory Committee attendance, and Governing Board representation, including parents of unduplicated pupils and students with exceptional needs. <p>6. <u>School Climate</u></p> <ul style="list-style-type: none"> • Pupil suspension rate is 0% • Pupil expulsion rate is 0% • 90% of stakeholders report school facilities and climate are safe per surveys 	<p>Outcomes:</p> <p>and improvement for both Bakersfield and Tehachapi. Bakersfield will be adding one additional building in 2016-17. Tehachapi will continue to look for a new facility during the 2016-17 school year.</p> <p>We were unable to replace the roof in Bakersfield Building A. However, other funds will be used to address this concern during the 2016-17 school year. Plans have already begun.</p> <p>The parking lot at the high school campus was repaired.</p> <p><u>Priority 1: Basic Services</u></p> <p><i>Teachers appropriately assigned and fully credentialed for assignment:</i> 100%</p> <p><i>Pupils access to standards-aligned materials:</i> 100% of VOCS' pupils having access to standards-aligned curriculum/materials</p> <p><i>School facilities maintained in good repair:</i> Exemplary Rating on FIT</p> <p><u>Priority 3: Parental Involvement</u></p> <p><i>Efforts to seek parent input in making decisions for district and school sites:</i></p> <ul style="list-style-type: none"> • 100% of parent participation is reflected on the VOCS Master Agreement. Additionally, parents are able to offer input in making decisions for each site by completing surveys, attending table meetings, receiving weekly emails/news flash/announcements, attending parent workshops, attending Town Hall meetings with administrators, and/or attending the VOCS Board meeting. While parent participation is mostly high, Town Hall meetings tend to have the lowest attendance. • VOCS communicated and advertised Town Hall meetings by sending weekly emails/news flash/announcements to VOCS families.
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Efforts to seek participation of parents for unduplicated pupils:

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

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

- 100% of parents of students with exceptional needs will attend and participate in scheduled annual, initial, triennial, or as needed basis IEP meetings. 100 % of parents of students with 504s will attend scheduled meetings.
- VOCS communicated and advertised Town Hall meetings by sending weekly emails/news flash/announcements to VOCS families.

Priority 6: School Climate

Suspension Rate: Current Rate is 0%.

Expulsion Rate: Current Rate is 0%.

Other local measures on sense of safety and school connectedness:

- According to the End of the Year Surveys, 95% of VOCS' stakeholders report school facilities are safe and secure.

LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Continue to assess and prioritize facility improvements at all sites, VOCS will collaborate with KCSOS administrative teams.		No Cost to Program	Throughout the year, VOCS continued to assess and prioritize facility improvements at all sites. Additionally, VOCS collaborated with KCSOS to help with these improvements.	
Scope of service:	LEA Wide Grades: All		Scope of service:	LEA Wide Grades: All
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

Continue improvements to Bakersfield and Tehachapi sites.		Facility Improvements \$100K LCFF Base \$100K Prop 39	VOCS continues to meets the needs to improve the Bakersfield and Tehachapi sites. This year, Tehachapi looked at various locations as potential future possible locations. As for Bakersfield, the following improvements were made this year: <ul style="list-style-type: none"> • West 40 was converted to storage • Additional lighting was added around the campus • Awnings will be added to both the elementary and high school buildings • Additional space has been added to accomodate teachers 	S&C: Services and Other Operating Exp. - Architect - \$5000.00
Scope of service:	LEA Wide Grades: All		Scope of service:	Bakersfield and Tehachapi sites. Grades: All
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

Continue to advise based on priority of needs, and begin improvements to Frazier Park, Kern River Valley, and Taft sites.		Facility Improvements \$10K LCFF Base	Improvements started at all of the satellite sites this year including: <ul style="list-style-type: none"> • Taft: <ul style="list-style-type: none"> ◦ Technology: Infrastructure addition • Kern River Valley <ul style="list-style-type: none"> ◦ Technology: Radios replaced • Frazier Park <ul style="list-style-type: none"> ◦ Technology: Infrastructure addition ◦ Cosmetic: Blinds replaced/Locks repaired/Rugs cleaned • Tehachapi <ul style="list-style-type: none"> ◦ Technology: Infrastructure addition 	S&C: Services and Other Operating Exp. - Technology/Infrastructure - \$44,000
Scope of service:	LEA Wide Grades: All		Scope of service: Satelite sites: Taft, Kern River Valley, Frazier Park, and Tehachapi Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Hire front office clerk to better manage front office duties and responsibilities.		Classified Salary 4.5K LCFF S/C	VOCS hired a front office clerk to help better manage front office duties and responsibilities in Bakerfield and in Tehachapi.	S&C: Classified Personnel Salaries/Benefits - Office Clerk - \$44,000

Scope of service:	LEA Wide Grades: All		Scope of service:	Bakersfield and Tehachapi sites Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
What changes in actions, services, and expenditures	After studying the wording of Goal 4, it was determined the following would better to describe this goal: <ul style="list-style-type: none"> • Goal 2: All VOCS sites will strive to create a safe and secure school environment that is accessible and conducive to student learning. Additionally, it was determined that Priority 6 - School Climate would be the main focus for this goal. Both Priority 1 and Priority 3 are included in Goal 1, so it is not necessary to include them in Goal 2. <p>Furthermore, each action had the following progress:</p> <ul style="list-style-type: none"> • Action 4a was effective and completed. • Action 4b was effective and needs to be continued. The estimated cost for this action was grossly over-estimated. Actually costs were \$195,000 less than projected. • Action 4c was effective and completed. The estimated cost was more due to additional infrastructure and technology at satellite sites. • Action 4d was effective and completed. The estimated cost was a typo error on last year's plan. 				

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, 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 pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	512500
<p>Professional development, Supplemental curriculum, and Technology equipment will support all action steps to help better serve our unduplicated pupils. Additional staff have been specifically assigned based on their targeted training and our ability to more closely monitor student progress in meeting the needs of low income students, foster youth, and EL student populations. Because our school is designed for home-schooling families, the students live in diverse, and sometimes remote, areas of the County. It would therefore be very difficult to differentiate needs for individual unduplicated students. We believe that the professional development offered to our certificated staff as well as to our parent educators will benefit all students, but will target the additional needs of low income, foster youth and English learners. We have included actions to create trainings tailored to the unique needs of our English learner population. Many of our families lack access to additional curricular materials and to current technology, both of which will be purchased with supplemental/concentration grant funds. More devices and improved technological infrastructure will help to support these students. These combined actions will insure the delivery of a "guaranteed and viable curriculum" for our students (Marzano).</p>	

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

5.72	%
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VOCS has increased or improved services for unduplicated pupils by 5.72% in the following ways:

- Technology: hardware purchases, onsite technology support, on-line supplemental programs
- Training for Parent Educators
- Hiring an Instructional Aide
- Maintaining community partnerships with Stars Theater, CALM, and KCM.
- Professional Development for certificated staff

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

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

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

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

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

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

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

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

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

(2) The total number of cohort members.

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

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

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

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

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

(f) “Expulsion rate” shall be calculated as follows:

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

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

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