

# Annual Update

**LCAP Year Reviewed:**

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

## Goal 1

VVUHSD will increase the number of students who will graduate on time, prepared for college and career, through career exploration opportunities, academic guidance and a comprehensive academic program aligned with the California State Standards.

**State and/or Local Priorities addressed by this goal:**

**State Priorities:** 1, 4, 5, 6, 7, 8

**Local Priorities:** N/A

## Annual Measurable Outcomes

**Expected**

#1  
Graduation Rate Indicator Districtwide  
Expected 2017-2018: District Graduation Rate Target 87.8%

**Actual**

2017-2018 Graduation Rate Indicator District-Wide 82.1%

**Expected**

#2

Graduation Rate Indicator Hispanic

Expected 2017-2018: District Graduation Rate Target 86.3%%

#3

Graduation Rate Indicator African American

Expected 2017-2018: District Graduation Rate Target 78.3%

#4

Graduation Rate Indicator White

Expected 2017-2018: District Graduation Rate Target 85.9%

#5

Graduation Rate Indicator English Learner

Expected 2017-2018: District Graduation Rate Target 71.6%

#6

Graduation Rate Indicator Special Needs

Expected 2017-2018: District Graduation Rate Target 59.1%

#7

Graduation Rate Indicator Low Income

Expected 2017-2018: District Graduation Rate Target 84.2%

**Actual**

2017-2018 Graduation Rate Indicator Hispanic 85.1%

2017-2018 Graduation Rate Indicator African American 74.4%

2017-2018 Graduation Rate Indicator White 81.4%

2017-2018 Graduation Rate Indicator English Learner 74%

2017-2018 Graduation Rate Indicator Special Needs 55.1%

2017-2018 Graduation Rate Indicator Low Income 82.4%

**Expected**

#8  
Graduation Rate Indicator Foster Youth  
Expected 2017-2018: District Graduation Rate Target 52.8%

#9  
SBAC ELA Standard Met or Exceed Targets 2017-2018:  
Grade 7 39%, Grade 8 38%, Grade 11 51%

#10  
SBAC Math Standard Met or Exceed Targets 2017-2018:  
Grade 7 24%, Grade 8 23%, Grade 11 19%

#11  
A-G Completion 2017-2018 Target - 20.9%

#12  
District Attendance Rate Target - 98%

#13  
District Suspension Rate 2017-2018 Target 9.5%

**Actual**

2017-2018 Graduation Rate Indicator Foster Youth 56%

SBAC Results ELA Standard Met or Exceed 2017-2018  
Grade 7 38%, Grade 8 34%, Grade 11 40%

SBAC Results Math Standard Met or Exceed 2017-2018  
Grade 7 23%, Grade 8 20%, Grade 11 18%

2017-2018 A-G Completion Rate - 18%

District Attendance Rate 2018-2019 - 96%

District Suspension Rate 2017-2018 10.1% (California School Dashboard)

**Expected**

#14  
CTE Enrollment Target - 3,800 or greater

#15  
AP 2018-2019 Enrollment Target 1,688

#16  
AP Exam Pass Rate 2017-2018 - Target 17.9% 3 or Better Exam Score

#17  
Early Assessment Program 2017-2018 Targets  
ELA Ready 18% ELA Conditionally Ready 34% ELA Not Yet/Not Ready 50%  
Math Ready 6% Math Conditionally Ready 14% Math Not Yet/Not Ready 82%

#18  
District High School 9-12 Adjusted Dropout Rate 2017-2018 Target - 4.9%

#19  
Middle School Dropout Rate 2017-2018 Target - 1.5%

**Actual**

CTE Enrollment Result - 4,080 students enrolled for 2018-2019

AP 2018-2019 Enrollment Results - 1,236 students enrolled

AP Exam Pass Rate District-wide 2017-2018 - 27%%

Early Assessment Program 2017-2018 Results:  
ELA Ready 8.91% ELA Conditionally Ready 28.72% ELA Not Yet/Not Ready 62.38%  
Math Ready 6.23% Math Conditionally Ready 12.06% Math Not Yet/Not Ready 81.72%

District High School 9-12 Adjusted Dropout Rate 2017-2018 = N/A 2016-2017 = 5.9%

Middle School Dropout Rate 2017-2018 = N/A 2016-2017 = 2.1%

**Expected**

#20  
EL Reclassification Rates Target TBD based upon new ELPAC Criteria

#21  
D & F Grade Data of Total Grades Issued 2018-2019 Target - 18%

#22  
ELA Grade of D or F 2018-2019 Targets  
Grade of "D" - 1,078 Grade of "F" - 1,139

#23  
College & Career Indicator 2017-2018 Targets  
Prepared - 24.9% Approaching Prepared - 16.9% Not Yet Prepared - 58.2%

#24  
TBD based on the Fall 2018 Release of the ELPAC Scores

#25  
Instructional Materials Data 2018-2019  
Target is to maintain Instructional Materials Williams Report Status of "no insufficiencies observed."

**Actual**

EL Reclassification Rates 2018-2019 = 70 Students

D & F Grade Data of Total Grades Issued 2018-2019 10%

ELA Grade of D or F 2018-2019 Results:  
Grade of "D" - 1,158 Grade of "F" - 1,519

College & Career Indicator 2017-2018 Results  
Prepared - 49.6% Approaching Prepared - 16.7% Not Yet Prepared - 33.7%

ELPAC Results based on 938 EL Students  
Level 4 19.40% Level 3 34.65% Level 2 25.91% Level 1 20.04%

Instructional Materials Data 2018-2019  
Instructional Materials Williams Report Status Results - "no insufficiencies observed."

# Actions/Services

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

## Action 1

### Planned Actions/Services

Continue to fund additional counselors through LCFF to reduce student to counselor ratios. Continue to provide 6 dedicated intervention counselors at specific school sites to support PBIS implementation, improve behavior and promote social emotional development for at-risk students, Low Income, and Foster Youth in primarily grades 7 and 9 as outlined in the district Strategic Plan. Grade 7 and 9 counselors will provide support academically and socio-emotionally in order to increase student performance and reduce number of dropouts. Counselors will meet with all students in grades 7 and 9 to establish goals to plan for college and career. The job description for intervention counselors will be

### Actual Actions/Services

VVUHSD employed 4 Intervention counselors at Victor Valley High School, Silverado High School, Adelanto High School, Hook Junior High School. The intervention counselor position at Lakeview Leadership Academy was changed to an FTE position but will continue to provide intervention counseling services to the students at LLA as well as create equity with the two smaller schools of choice who have the same enrollment and was funded two LCFFSCG counselors for the 2018-2019 school year.

### Budgeted Expenditures

Amount  
 1. \$150,798.00 LCFF SCG (Low Income)  
 2. \$576,998.00 Title I (Site)  
 3. \$28,908.00 LCFF SCG (English Learner)

### Estimated Actual Expenditures

1. \$170,851.00 LCFF SCG (Low Income)  
 2. \$577,722 Title I Title I (Site)  
 3. \$28,908.00 LCFF SCG (English Learner)

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

reviewed to ensure they have a reduced caseload for students with whom they will provide academic, socioemotional and behavioral support with increased communication with teachers and family.

**Action 2**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Provide foster youth, low income students and homeless youth with increased services as they are identified and enrolled in the district. Increase services to positively impact school connectedness through funding for involvement in co-curricular as well as school supplies to ensure they are equipped for success in classroom. Ensure all students have materials and supplies to participate in school programs that impact academic achievement and college/career preparation.

All schools were provided an open purchase order to provide Foster Youth and Homeless students with basic school supplies to ensure they had equitable access. Counselors monitored who received the items, and under what expectations the items were provided. The school sites were able to secure most required school supplies through their site funding and therefore district funding was not used. The district will continue to set aside this funding for future use for our homeless and foster students.

\$30,000.00 Title I (District)

\$0

**Action 3**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**



Continue to provide increased credit recovery opportunities for at-risk, EL, low income, homeless youth, and foster youth students to increase their opportunity to graduate on time. Opportunities may include but not be limited to the use of online credit recovery programs, independent study options, after school tutoring and dual or concurrent enrollment with the local community colleges.

The school sites provided credit recovery through two online programs, APEX and GradPoint. AtPromise students were identified by counselors and provided the opportunity to enroll in the online program for credit recovery. The online program APEX was expanded to include tutorial curriculum and preparation courses for college readiness exams such as SAT, and Advanced Placement. The tutorial programs through APEX were expanded for use in the middle schools as well.

\$203,328.00 Title I (Site)

\$220,889.00 Title I (Site)

**Action 4**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

School site administration will engage school site teachers in the master scheduling process to ensure their master schedule meets the specific needs of their students and identify target programs such as AVID, Spanish for Spanish Speaker, CTE, etc.

The district offered master schedule training to school sites in order to actively involve more stakeholders in the master scheduling process. The outcome is to create a more equitable master schedule with student need as the priority for the design and implementation, was the forefront of the process for the 18-19 school year.

\$0

\$0

**Action 5**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Employ a Coordinator of English Learner Programs and Interventions. The coordinator will monitor EL student and RFEP student progress through a district-wide system and use the data to implement program and curricular changes to increase their achievement. The coordinator will set goals with school sites to increase the number of students earning the State Seal of Biliteracy

VVUUHSD employed a Coordinator of English Learner Programs during the 2018-2019 school year. The result of the full time coordinator included a new RFEP and EL monitoring program which will be expanded for the new school year. The district also issued the bilingual seal of literacy through the organization and support of the coordinator and site counselor. A new EL pathway program was designed to help counselors and EL teachers ensure EL students are appropriately placed in their coursework. The coordinator redesigned curriculum for the ELD III middle school program and coordinated QTEL training for General education teachers.

- 1. \$74,061.00 Title I (District)
- 2. \$74,061.00 Title III (District)
- 3. \$37,030.00 LCFF SCG (English Learners)

- 1. \$75,395.00 Title I (District)
- 2. \$75,395.00 Title III (District)
- 3. \$37,697.00 LCFF SCG (English Learners)

**Action 6**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Increase the number of English Learner students achieving proficiency and reclassification

Due to the change in Assessment Reclassification criteria, we were unable to

- 1. \$11,665.00 LCFF SCG (Low Income)
- 2. \$25,520.00 Title III (District)

- 1. \$0 LCFF SCG (Low Income)
- 2. \$28,933.00 Title III (District)
- 3. \$0 LCFF SCG (English)

**Planned Actions/Services**

through the use of intervention/support classes, supplementary instructional materials, after-school tutoring and student progress monitoring by site EL Coordinator, ELD designated teachers and site administration.

**Actual Actions/Services**

reclassify as many students as we had in the past. The reclassification criteria was brought back to the governing board to ensure we had ample areas of academic monitoring in order to help reclassify qualifying students. The funding set aside in LCFF SCG Low Income was provided to allow teachers to be trained the administer the ELPAC. The district chose to utilize instructional assistants for the ELPAC and therefore this funding was not used. The district also set aside funding for stipends for each school site t have a site EL coordinator but the schools chose to pay their site EL coordinators an hourly rate for documented services rather than a stipend. Therefore the LCFF SCG English Learner set aside was not utilized in 2018-2019.

**Budgeted Expenditures**

3. \$12,894.00 LCFF SCG (English Learner)

**Estimated Actual Expenditures**

Learner)

**Action 7**

**Planned Actions/Services**

Provide release time or extra duty for teachers to refine and improve district pacing guides (Rigorous Curriculum Design) as well as revise and align course offerings (new course adoptions) in all subject areas to meet state framework requirements, common core instructional shifts, differentiation for at-risk students and A-G requirements. Extra duty compensation will also be provided for teachers to serve on district Curriculum Advisory Boards in all subject areas to support curricular decision making.

**Actual Actions/Services**

VVUHSD successfully designed and implemented five Curriculum Advisory Boards (CABs ELA, Math, HSS, Sci and CTE) to ensure teacher input and support for curricular decisionmaking and course offerings. Integrated Math I, II, and III continue work on creating and revising RCD pacing guides and units during the school day. Science teachers met in RCD groups to begin the redesign of the middle school integrate science curriculum and high school three-course pathway curriculum. In addition, special education math teachers redesigned Integrated Math courses for our moderate to severe student program.

**Budgeted Expenditures**

\$79,807.00 LCFF SCG

**Estimated Actual Expenditures**

\$13,046.00

**Action 8**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Support students meeting the state college and career indicator in the area of career pathways by continuing to fully fund and expand the Career Technical Education Program, CTE courses, dual enrollment courses and other courses that qualify for career readiness. Provide for the necessary personnel as well as instructional materials, equipment, stakeholder awareness, and career exploration not provided through other budget resources such as Perkins, etc. Provide funding to support Career Technical Student Organizations to increase student involvement in career education. Increase student participation in career pathways to reach completer status, especially for students who may not be immediately college bound.

Due to the reduction of ROP funding for career technical education, VVUHSD has committed full funding through LCFF to continue with a robust and growing program. The funding will continue to support the materials and teaching staff for the entire program as well as possible expansion for the 2019-2020 school year. Funding for the personnel required to maintain the CTE program was originally included in the budget but was not coded correctly for the reporting purposes.

\$815,668.00 LCFF SCG (CTE Programs)

\$262,810.00 LCFF SCG (CTE Programs)

**Action 9**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

**Planned Actions/Services**

Provide instructional materials and resources to support/increase the implementation of standards-aligned curriculum that reinforces the instructional shifts of common core. Include electronic databases and online subscriptions to provide teachers and students increased access to expository texts and literary materials that support common core. Support textbook adoptions to meet the changes of the California State Standard, the History Social Science Framework and the Next Generation Science Standards. The Director of Common Core/LCAP will support curriculum and instruction needs across all student groups and all school sites including professional development and stakeholder engagement activities. New materials will specifically align with the needs of at-risk learners as well as English

**Actual Actions/Services**

The district fully implemented the new English Language Arts program MyPerspectives. The district continued to provide the consumable materials for Carnegie Math this school year for Integrated I, II, and III. Middle school teachers continue to use their program, GoMath! and students were provided additional consumable materials for this program as well. The district used funding to continue with new textbook adoptions in German, Statistics and AP English. The district has begun the process of adopting new History/Social Science materials for the 2018-2019 school year as well as continue to purchase materials to align with NGSS. Remaining funding will be reserved for the purchase of these materials next year. Title I and Title II money continues to be set aside for support of teacher professional learning.

**Budgeted Expenditures**

1.\$2,635,036.00 LCFF SCG  
2.\$47,790.00 Title I  
3.\$47,790.00 Title II

**Estimated Actual Expenditures**

1. \$981,892.00 LCFF SCG  
2. \$74,889.00 Title I  
3. \$47,139.00 Title II

**Planned Actions/Services**

Learners to ensure universal access to the core curriculum with support materials as needed.

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

**Action 10**

**Planned Actions/Services**

Increased access to college visits, college and career fairs, and community events for future college and career planning through study trips and bringing in contracted events for students. Various college events will target foster youth, homeless youth and English Learners as well as other at-risk students. The district will employ the use of the National Student Clearinghouse to track district student enrollment in colleges and universities across the nation.

**Actual Actions/Services**

Schools employed a variety of activities and programs to focus efforts on raising awareness of attending college and the requirements to apply to college. AVID strategy training was provided at four school sites to all teachers are were employed in nearly all classes. Victor Valley High School implemented the Peer Leaders Uniting Students program to increase the college going atmosphere on campus. The school sites implemented programs based on professional development training and additional expenses were not incurred. The district funds supported a college visit by each school site to Victor Valley C.C.

**Budgeted Expenditures**

- 1. \$48,000.00 Title I (District)
- 2. \$1,700.00 LCFF SCG (At-Risk)

**Estimated Actual Expenditures**

- 1. \$27,034.00 Title I (District)
- 2. \$2,040.00 LCFF SCG (At-Risk)



**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

and materials were purchased for school sites as needed. VVUHSD continued to use the National Student Clearing House to help track students beyond high school as they begin their path to college. Various trips to colleges and universities took place based on each school sites individual student interest.

**Action 11**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

The TechEd division will continue implement the district technology plan. Through the use of LCFF-SCG funds and E-Rate, the district will continue to improve technology infrastructure and replacement of aging equipment such as desktop computers, wifi equipment, etc. at school sites to stay current and meet the needs of staff and students for college readiness and 21st century skills. Increase access to technology and district programs for targeted students to provide them with dedicated equipment in intervention classrooms and English learner support classrooms.

TechEd, through the use of eRate and LCFF funds, has made significant purchases to upgrade and improve the technology infrastructure at several school sites. School sites had equipment replaced such as wifi hardware, site servers, and staff and student computers. The site computer media specialists expanded their role with support to teachers for use of technology in the classroom with smart boards and other technology.

1. \$100,000.00 LCFF SCG (At-Risk)  
 2. \$100,000.00 LCFF SCG

1. \$446,737.00 LCFF SCG (At-Risk)  
 2. \$0

**Action 12**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Working with the TechEd division, school sites will adjust their site plans to focus on the use of categorical funds to purchase devices for student use in the classroom for instruction and assessment reducing the device to student ratio to 1 to 1 (1:1). These devices will support the large number of at-risk students by providing them increased access to technology, they may not otherwise be able to use, on a daily basis. The Director of TechEd will support all school sites with technology implementation, data dis-aggregation and professional learning opportunities with a focus on target student groups to increase academic achievement.

VVUHSD has made significant progress in providing devices to students for use with the blending learning programs that have been recently adopted. School are working towards establishing a one to one ratio through the purchase of Smart Boards, Chromebook carts, laptop carts and Thinkpads. The challenge continue to be replacing aging equipment that is no longer supported by Google (Chromebooks) or various operating systems. This action will remain in place as the district TechEd division establishes a refresh cycle program to ensure the action is met in the upcoming years.

1. \$431,674.00 Title I (Site)
2. \$37,211.00 Title I (District)

1. \$460,617.00 Title I (Site)
2. \$27,541.00 Title I (District)

**Action 13**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

(Moved from 2017-18 Goal 1 Action/Service 1.15)  
 Purchase additional instructional materials to assist moderate to severely disabled students access to the CSS.

The LCAP designated specific finding to support the PAES job skills program for our Learning Handicapped program. The funds were provided to replace materials for the job skills units. The program did not require replacement materials for the 2018-2019 school year, the budget for LCAP funds designated were not spent. The funds will be reserved and reallocated in the 2019-2020 plan and materials are anticipated to be purchased. The district did provide CSS materials to all classroom as a supplement to the core curriculum to which all special education students have access.

\$5,000.00 LCFF SCG (At-Risk)

\$43,501.00 LCFF SCG (At-Risk)

**Action 14**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

(Moved from 2017-18 Goal 1 Action/Service 1.16)

TechEd will continue to employ two additional staff to provide support for teachers and administration to collaborate on data compilation, disaggregation of data, and data uploading to various online sources such as CalGrant, etc. Additional staff has been required to the increase in the enrollment of At-Risk students which has resulted in more technology dedicated to sites to increase academic achievement of targeted student groups. Additional professional development will be provided to all staff in regards to Aeries, CalPads, understanding data requirements, timelines, and skills to navigate data manipulation requirements in order to best support the academic needs of students most at-risk of not graduating.

VVUHSD employed two full time technology specialists for the 2018-2019 school year. The number of completed support service calls for staff tripled and the use of technology in the classroom increased as well. The staff has positively impacted user satisfaction of the Computer Information Services provided by the district.

\$250,881.00 LCFF SCG (At-Risk)

\$251,781.00 LCFF SCG (At-Risk)

## Action 15

**Planned Actions/Services**

(Moved from 2017-8 Goal 3, Action/Service 3.1)  
 Continue to support the Bridge Program aligned with Victor Valley College by identifying a counselor at each campus who will help identify and recruit students. Students will earn priority enrollment and the bridge counselor will support them with the process. Bridge counselor will be provided extra duty pay for activities and job duties related to the Bridge Program that extend beyond the contractual day.

**Actual Actions/Services**

Each comprehensive high school designates a counselor as a "Bridge Counselor" in order to facilitate the Bridge Program. This program is designed to increase the number of students who receive priority enrollment at Victor Valley College. As of the drafting of this document, approximately 345 students have been linked to Victor Valley Community College for enrollment in the fall. The funding was not utilized because VVC offered a stipend to the bridge counselors.

**Budgeted Expenditures**

\$5,525.00 Title I (District)

**Estimated Actual Expenditures**

\$0 Title I (District)

**Action 16**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

(Moved from 2017-18 Goal 3, Action/Service 3.2)  
 Through increased college and career counseling, District and site administration, with the support of counselors and career center technicians, will work with local community colleges (specifically Victor Valley College) to establish/ maintain a concurrent enrollment and continue to increase the dual enrollment program. Students will have the opportunity to earn an AA or AS degree upon completion from high school.

VVUHSD successfully continued dual enrollment courses for the 2018-2019 school year. All schools with grades 9-12 offered dual enrollment course this year. The district used the College Readiness Block Grant to pay for textbooks and additional fees but anticipate continuing to fund the program through LCFF funding in the future.

\$0 - Amount to be determined based on 2018-19 carry over funding

\$115,156.00 CRBG

**Action 17**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

(Moved from 2017-18 Goal 3, Action/Service 3.3)  
 School sites may designate funding for student study trips that align with academic standards and college exploration to promote student achievement. Support transportation, admission fees, and chaperone funding necessary to increase the number of targeted students groups engaging in beyond the classroom learning experiences.

Every school site provided educational study trips for their students to enhance learning opportunities. The majority of the study trips were funded through site funds. Trips included multiple colleges and universities, the Aquarium of the Pacific, Skills USA, Biology Studies at the LA County Zoo, History Studies at Ronald Reagan Library, Economics Studies at Federal Reserve Bank, LA Black College Expo, and more. Many trips are annual and aligned to the curriculum.

\$209,000.00 Title I (Site and District)

\$101,030.00 Title I (Site and District)

**Action 18**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**



(Moved from 2017-18 Goal 3, Action/Service 3.4)

The Coordinator of CTE will support counseling staff with the promotion of all available career pathways throughout the district to increase student awareness and choices available regarding college and career focus. The coordinator will also support the expansion of career opportunities through CTE by exploring greater opportunities for the district and school sites to strengthen ties with the business community, involving the counseling staff whenever possible. The coordinator will work with the middle school programs to align current vocational courses to the career pathways at the high schools. This will also include increased services for special education students through support of a work-ability liaison.

The CTE coordinator continues to collaborate with the special education workability program to ensure CTE access for all students. The workability provider is funded by SCG funding as supplementary service to special education.

\$77,754.00 LCFF SCG

\$73,973.00 LCFF SCG

**Action 19**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

(Moved from 2017-18 Goal 4, Action/Service 4.1)  
 Continue to employ a TOA Middle School Math coach and a TOA High School Math Coach in order to increase teacher support with content and instructional strategies to support the instructional shifts of concepts and the eight mathematical practices.

VVUHSD employed both a Middle School Math Coach and High School Math Coach for the 2018-2019 school year.

\$282,906.00 Title I (District)

\$279,231.00 Title I (District)

**Action 20**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

(Moved from 2017-18 Goal 4, Action/Service 4.4)  
 Continue to expand CTE Perkins funded programs at all high school sites through alignment of the program to meet the current labor market need, and collaboration and partnerships between post-secondary institutions beginning in grade 8. Partner with trade or vocational schools, the City of Victorville and Adelanto to train students with essential skills or provide for volunteer hours, internships, apprenticeships, or capstone course opportunities.

VVUHSD has successfully aligned ALL vocational education courses with the CTE standards, support teachers earning the designated CTE credential, and resubmitted them for board approval as state recognized CTE courses. This action is considered complete and institutionalized and will be removed from the 2019-2020 LCAP. The district will continue to support these efforts.

\$0

\$0

**Action 21**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

(Moved from 2017-2018 Goal 4, action/service 4.5)  
 Increase the number of students applying to and being accepted to a college or university by increasing the following services:

- Embed post-high school test preparation by providing college entrance test during the school day (PSAT 8/9, PSAT/NMSQT, SAT, AP) through the use of the College Readiness, Block Grant, and fee waivers.
- Provide additional materials and online programs for student to prepare for the SAT, ACT, and other college readiness exams
- Provide professional development for teachers to introduce EAP (SBAC), PSAT, and SAT academic concepts beginning in the 8th grade to improve student performance on college entrance exams.

VVUHSD successfully implemented a contract with College Board to provide a suite for college readiness assessment to every grade 8, 9, 10 and 11 student The test included PSAT 8/9 for every grade 8 and 9 student, PSAT 10 for every grade 10 student and SAT School Day on March 7th for every grade 11 student. VVUHSD also used the CRBG to pay for every AP student enrolled in a course to take the correlating AP exam. Teachers were provided professional development as well as preparation tools through APEX to help prepare their students for the exams.

\$0 - Amount TBD based upon carry over funding.

\$233,402.00 CRBG

**Action 22**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

**Planned Actions/Services**

(Moved from 2017-18 Goal 4, Action/Service 4.6)

Continue to provide academic interventions to support targeted student groups to increase academic achievement and reduce credit deficiency towards graduation through the following services:

- Provide RTI support before and after school through a dedicated tutoring programs and APEX or GradPoint online courses at all school sites.
- Targeted short-term independent study for minor credit deficient students.
- Explore through the Math CAB/RCD the possibility of creating math courses that are modified and lengthened by using semester curriculum in a yearlong format to provide for more RTI during the school day.
- Provide 0 and/or 7th period credit recovery at the comprehensive high schools.1.25
- Offer students the opportunity to

**Actual Actions/Services**

During the 2018-2019 school year, many RTI program were put into place. Lakeview Leadership Academy and Hook Middle School instituted support classes for students during embedded during the school day to support behavior and academics as well as math intervention courses. Victor Valley High School continued with "Jack Rabbit Support Time" to the school day for every student to connect with a teacher for academic support and social skill training. Cobalt Institute of Math & Science started their academic intervention program for students on academic probation in order to reduce the number of students leaving due to low achievement. A. RTI programs were also provided for students in grades 7 & 8 through the ASES programs at Lakeview, Hook and Cobalt. Independent study was utilized at all high

**Budgeted Expenditures**

\$780,378.00 Title I (Site)

**Estimated Actual Expenditures**

\$366,254.00 Title I (Site)

**Planned Actions/Services**

take independent study with a certificated teacher to remediate the chapters or units of study needed to complete course without having to repeat and entire course.

- Provide transportation for students to attend 0/7th period course and afterschool RTI.

**Actual Actions/Services**

school on a case by case basis. Adelanto High School continued with their "Opportunities" program for extremely credit deficient grades 11 and 12 students, with a dedicated teacher, and the use of the APEX online credit recovery program. In general, VVUHSD is continuing to explore ways to meet the needs fragile learners and atrisk students.

**Budgeted Expenditures**

**Estimated Actual Expenditures**

**Action 23**

**Planned Actions/Services**

(Moved from 2017-18 Goal 4, Action/Service 4.7)  
Implement a chronic absentee intervention program district-wide called Attention 2 Attendance by School Innovations & Achievement in order to reduce chronic absenteeism and target most at-risk groups such a low income, Foster Youth and Homeless Youth which data

**Actual Actions/Services**

VVUHSD implemented a full year of Attention to Attendance (A2A). Each school site implemented their own attendance incentive programs ranging from recognition at awards assemblies to tangible rewards through the use of the "HERO" program. Chronic absenteeism data reflects the need for increase and more effective use

**Budgeted Expenditures**

1. \$8,000.00 Title I
2. \$57,000.00 LCFF SCG (At-Risk)

**Estimated Actual Expenditures**

1. \$23,918.00 Title I
2. \$57,000.00 LCFF SCG (At-Risk)

**Planned Actions/Services**

demonstrates have high rates of absenteeism. Continue and expand incentive programs to encourage and reward positive attendance. Use information during parent meetings and staff meetings to focus on chronic absenteeism and increase use of SARB process.

**Actual Actions/Services**

of A2A. The number for SARB meetings and the percentage of students requiring a second attendance letter due to unexcused absences decreased. . Professional development for A2A was held twice during 2018 -2019 and final A2A data will be shared with the LCAP Advisory Committee in the fall of 2019. The wrong account code was charged for the A2A program and was coded for LCAP goal 4 although it was moved to goal 1 for the 2018-2019 LCAP.

**Budgeted Expenditures**

**Estimated Actual Expenditures**

**Action 24**

**Planned Actions/Services**

(Moved from 2017-18 Goal 4, Action/Service 4.8.)  
Expand the offerings of adult education, the enrollment of potential Non-Grads and increase student support with the transition to the adult education program.

**Actual Actions/Services**

Student enrollment in adult education increased from 300 students in 16/17 to 800 students in 17/18. In an effort to provide programs required under the Adult Education Block Grant (AEBG) Victor Valley Adult

**Budgeted Expenditures**

\$420,555.00 Adult Ed

**Estimated Actual Expenditures**

\$319,338.00 Adult Ed

**Planned Actions/Services**

Provide instructional materials and supplies to support CSS in Adult Ed. Counselors will identify students who are approaching age 18 and are candidates for adult education due to their credit status and intervene early in order to help them transition to adult education to earn a diploma and reduce the number of dropouts. Explore employing such programs as Youth Build and AmeriCorps initiatives within our district to invest in career/job skills focused students. Develop a General Education Diploma (GED) program.

**Actual Actions/Services**

School (VVAS) increased the program offerings from diploma, English as a Second Language, and CTE, to all also include Adult Basic Education (ABE), and Hybrid Integrated Math wherein students receive seat time instruction. VVAS launched its first Summer School with three programs to include: diploma, ESL, and ABE. The diploma program targeted students with 30 credits or less to graduate. The diploma courses were offered in traditional independent study as well as through an online curriculum Gradpoint. In addition a hybrid integrated math 1 course was offered and available to any student needing math. An ABE course was offered to students who academic ability was below high school grade level. ESL was offered to continuing ESL students. The adult education program continues to flourish and expand and the next steps

**Budgeted Expenditures****Estimated Actual Expenditures**



**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

will to acquire accreditation for the adult education diploma.

**Action 25**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

(Moved from 2017-18 Goal 4, Action/Service 4.9)  
Provide a transition programs/events for incoming students along with providing close articulation and collaboration between middle school and high schools (HS Academic Connections from 8th to 9th, Grade 7 Boot Camps, etc. for at-risk students in particular) to ensure proper placement and establish a five year plan for each incoming freshman. The intervention counselors will focus primarily on English learners, at-risk, foster youth and homeless youth to ensure they have an educational plan in place.

Every school provided a type of transition day for incoming new students. Both Hook Junior High School and Lakeview Middle School hosted their incoming grade 7 students from the local feeder elementary school district. The high school hosted incoming 9th grade transition days for all feeder middle schools. These event took place in the evening or during the school day with transportation provided by parents or feeder districts. In addition, the district offered a HS Academic Connections course for incoming grade 9 students from VVUHSD and AESD. The students were provided an opportunity to take the elective

\$9,000.00 LCFF SCG (At-Risk)

\$50,326.00 LCFF SCG (At-Risk)

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

course at either VVHS or AHS and received 5 units of elective credit to begin the school year credit proficient. Several school invested in school supplies to be provided tot the incoming students to create an incentive for early registration into the district and early course selection to stabilize beginning of the year enrollment.

**Action 26**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

(Moved from 2017-18 Goal 4, Action/Service 4.10)  
 Counselors and teachers will increase communication with students to support /encourage students to exceed the minimum A-G requirements and take additional years of core classes to student opportunities for acceptance to colleges and universities of their choice.

The counseling staff has continued to promote college going expectations as outlined in the district Strategic Plan. Counselors are providing informational meetings in the evenings to parents and guardians about the importance of students enrolling in, and completing satisfactorily with a grade of “C” or better, in A-G courses. This activity is institutionalized and the action is going to be removed from the LCAP for 2019-2020.

\$0

\$0

**Action 27**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

(Moved from 2017-18 Goal 4, Action/Service 4.11)  
Establish ongoing EL parent/family meetings, with language translation, with counselors for the purpose of explaining college and career paths and interventions and supports available.

School sites reported that they regularly provided information at their English Learner Advisory Committee meetings for parents in attendance regarding college and career pathways and intervention supports for students. The District English Learner Advisory Committee meetings also share similar information. The Coordinator of EL also redesigned the DELAC meeting format to include a topic of interest for all parents in the district, one hour prior to the scheduled DELAC meeting time. Translation was provided at all site, district and community meetings.

\$0

\$0

**Action 28**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

District will explore reducing the teacher to student ratio for special education student classrooms.

The district did not reduce class sizes for the special education class room during the 2018-2019 school year. There was an agreed upon 1 year MOU to reduce class size for the severely handicapped (SH) program in efforts to help reduce concerns by the teachers regarding extensive IEP process and high teacher to student ratios.

\$0

\$0

**Action 29**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Implement an independent study program for all levels of student's grade 7-12 and standardize the independent study curriculum while maintaining curriculum at the district level. (strategic plan)  
The district will apply for a CDS code for Goodwill Independent Academy as a separate school and expand the grades from 9-12 to 7-12.

The district successfully implemented Goodwill Independent Study for the 2018-2019 school year. This action will be removed for the 2019-2020 LCAP.

\$0

\$0

**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Actions and Services for Goal 1 were generally implemented as planned with a few exceptions. The change of an intervention counselor to the general fund in action/service 1 and the lack of need to purchase materials for the SH program in action 13 and the increased amount of transition day activities and materials for action 25. In general, all other actions/services were implemented as planned. School sites are aligning the SPSAs with the LCAP an ensuring the implementation of goal 1 district wide.

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

When in engaging in a comprehensive overview of Goal 1 actions and services, the district must continue to focus on supports for African American students and students with disabilities. The data provided by the California School Dashboard demonstrates a significant gap between the expected and actual performance of other target groups of students and these two specific groups. The target groups are performing below the district average as well as other target groups in areas including academic achievement, graduation rate and dropout rate. The district still must provide a stronger focus on students with disabilities and will add this to the 2019-2020 plan.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

This LCAP year experience very few materials differences. Material differences in estimated actual and budgeted expenditures were primarily due to staff salary schedules which, based on the particular employees filling specific positions significantly increased or decreased expenditure over original estimates. Many of the actions and services were allotted funding from Title I in the area of professional development and training, but the district set aside significant funding in Title II which was used primarily to accomplish training objectives. School sites also aligned their SPSAs and therefore used sites funds for many similar actions.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The majority of the actions and services original to Goal 1 remain in place with minor modifications:

- Action 7 was modified slightly to change the language to include higher expectations for department chairperson involvement in RCD and CAB.
- Action 21 was modified to include a different funding source for college readiness exams due to the fact the College Readiness Block Grant has been depleted.
- Action 22 was modified to remove some of the repetitive verbiage regard Rtl.
- Action 24 was modified to remove the GED program due to the fact the adult ed program will apply for WASC accreditation in 2019-202. GEDs are not considered a diploma and will not support the graduation rate indicator.
- Action 20, 26 and 29 will be removed from the 2019-2020 LCAP due to the fact these are considered completed actions and have been institutionalized.
- A new action will replace action 20 to account for an increase in instructional time for student as part of the teacher contract negotiation process this year. SCG funding will be used to provide additional instructional time for the teacher and student to increase achievement.
- A new action will replace action 26 to reflect the increase services provided by our transportation department for the 91% of homeless, at-risk, and foster students who require a method to get to school due to boundaries beyond the mileage required by ed code.

# Goal 2

VVUHSD will provide a safe learning environment for students and staff, with comprehensive safety standards, conducted in clean facilities that supports a positive school climate with family engagement.

**State and/or Local Priorities addressed by this goal:**

**State Priorities:** 3, 4, 5, 6, 7, 8

**Local Priorities:** N/A

## Annual Measurable Outcomes

**Expected**

#1  
Graduation Rate Indicator Districtwide  
Expected 2017-2018: District Graduation Rate Target 87.8%

#2  
Graduation Rate Indicator Hispanic  
Expected 2017-2018: District Graduation Rate Target 86.3%%

**Actual**

2017-2018 Graduation Rate Indicator District-Wide 82.1%

2017-2018 Graduation Rate Indicator Hispanic 85.1%



**Expected**

#3  
Graduation Rate Indicator African American  
Expected 2017-2018: District Graduation Rate Target 78.3%

#4  
Graduation Rate Indicator White  
Expected 2017-2018: District Graduation Rate Target 85.9%

#5  
Graduation Rate Indicator English Learner  
Expected 2017-2018: District Graduation Rate Target 71.6%

#6  
Graduation Rate Indicator Special Needs  
Expected 2017-2018: District Graduation Rate Target 59.1%

#7  
Graduation Rate Indicator Foster Youth  
Expected 2017-2018: District Graduation Rate Target 52.8%

#8  
Graduation Rate Indicator Low Income  
Expected 2017-2018: District Graduation Rate Target 84.2%

**Actual**

2017-2018 Graduation Rate Indicator African American 74.4%

2017-2018 Graduation Rate Indicator White 81.4%

2017-2018 Graduation Rate Indicator English Learner 74%

2017-2018 Graduation Rate Indicator Special Needs 55.1%

2017-2018 Graduation Rate Indicator Foster Youth 56%

2017-2018 Graduation Rate Indicator Low Income 82.4%

**Expected**

#9  
 SBAC ELA Standard Met or Exceed Targets 2017-2018:  
 Grade 7 39%, Grade 8 38%, Grade 11 51%

#10  
 SBAC Math Standard Met or Exceed Targets 2017-2018:  
 Grade 7 24%, Grade 8 23%, Grade 11 19%

#11  
 A-G Completion 2017-2018 Target - 20.9%

#12  
 District Attendance Rate Target - 98%

2018-2019 AP Enrollment Target 1,688

2017-2018 - AP Exam Pass Rate of 3+ Target 17.9%

#15  
 D & F Grade Data of Total Grades Issued 2018-2019 Target - 18%

**Actual**

SBAC Results ELA Standard Met or Exceed 2018-2019  
 Grade 7 38%, Grade 8 34%, Grade 11 40%

SBAC Results Math Standard Met or Exceed 2018-2019  
 Grade 7 23%, Grade 8 20%, Grade 11 18%

2017-2018 A-G Completion Rate - 18%

District Attendance Rate 2018-2019 Results - 95.8% (This is an average based on 8 months of data. The final 10 month report will not be available until after July 8th, 2019)

2018-2019 AP Enrollment Results - 1,236 students enrolled

AP Exam Pass Rate 3+ 2017-2018 - 27%

D & F Grade Data of Total Grades Issued 2018-2019 10%

## Expected

#16

OMS Parent Attendance at district & site events Target (5%) - 1,339

#17

Panorama Family Survey - Climate

Targets: 2018-2019

1. Climate of Support for Academic Learning - 89%
2. Sense of Belonging (School Connectedness) - 85%
3. Knowledge and Fairness of Discipline, Rule and Norms - 87%
4. Safety - 81%

#18

Panorama Staff Survey - Climate

Targets: 2018-2019

1. Climate of Support for Academic Learning - 89%
2. Knowledge and Fairness of Discipline, Rule and Norms - 87%
3. Sense of Belonging (School Connectedness) - 85%
4. Safety - 81%

## Actual

OMS Parent Attendance at district & site events: Result - 1,052 parents participated in district and school events during 2018-2019. (Data provided by only 6 of 8 schools sites)

Panorama Family Survey - Climate

Results: 2018-2019

1. Climate of Support for Academic Learning - 92%
2. Sense of Belonging (School Connectedness) - 92%
3. Knowledge and Fairness of Discipline, Rule and Norms - 89%
4. Safety - 88%

Panorama Staff Survey - Climate

Results: 2018-2019

1. Climate of Support for Academic Learning - 89%
2. Knowledge and Fairness of Discipline, Rule and Norms - 80%
3. Sense of Belonging (School Connectedness) - 72%
4. Safety - 60%

**Expected**

#19

Panorama Student Survey - Climate

Targets 2018-2019:

School Connectedness (high)

Gr. 7=65% Gr.9=50% Gr.11=47%

Academic Motivation (high)

Gr. 7= 79% Gr.9=69% Gr.11=66%

High Expectations (high)

Gr. 7=69% Gr.9=59% Gr.11=56%

#20

CTE Enrollment Target - 3,800 or greater

#21

College & Career Indicator 2017-2018 Targets

Prepared - 24.9% Approaching Prepared - 16.9% Not Yet Prepared - 58.2%

#22

District High School 9-12 Adjusted Dropout Rate 2017-2018 Target - 4.9%

**Actual**

Panorama Student Survey - Climate

Results 2018-2019

1. Climate of Support for Academic Learning - 69%

2. Safety - 68%

3. Knowledge and Fairness of Discipline, Rule and Norms - 59%

4. Sense of Belonging (School Connectedness) - 52%

CTE Enrollment Results - 4,080 students enrolled

College & Career Indicator 2017-2018 Results

Prepared - 49.6% Approaching Prepared - 16.7% Not Yet Prepared - 33.7%

District High School 9-12 Adjusted Dropout Rate 2017-2018 Result - 5.9%

**Expected**

#23

Middle School dropout Rate 2017-2018 Target - 1.5%

#24

Annual Safety Drill Data Targets

~University Preparatory School--

LOCKDOWN 3 EARTHQUAKE 3 FIRE 3

~Goodwill High School --

LOCKDOWN 2 EARTHQUAKE 2 FIRE 2

~Cobalt Institute of Math & Science--

LOCKDOWN 2 EARTHQUAKE 2 FIRE 4

~Hook Junior High School--

LOCKDOWN 2 EARTHQUAKE 2 FIRE 4

~Lakeview Leadership Academy--

LOCKDOWN 2 EARTHQUAKE 2 FIRE 4

~Adelanto High School--

LOCKDOWN 2 EARTHQUAKE 2 FIRE 2

~Silverado High School--

LOCKDOWN 2 EARTHQUAKE 2 FIRE 2

~Victor Valley High School--

LOCKDOWN 2 EARTHQUAKE 2 FIRE 2

**Actual**

Middle School dropout Rate 2017-2018 Result - 2.1%

Annual Safety Drill Data Results

~University Preparatory School--

LOCKDOWN 3 EARTHQUAKE 3 FIRE 3

~Goodwill High School --

LOCKDOWN 2 EARTHQUAKE 2 FIRE 2

~Cobalt Institute of Math & Science--

LOCKDOWN 2 EARTHQUAKE 2 FIRE 4

~Hook Junior High School--

LOCKDOWN 2 EARTHQUAKE 2 FIRE 4

~Lakeview Leadership Academy--

LOCKDOWN 2 EARTHQUAKE 2 FIRE 4

~Adelanto High School--

LOCKDOWN 2 EARTHQUAKE 2 FIRE 2

~Silverado High School--

LOCKDOWN 2 EARTHQUAKE 2 FIRE 2

~Victor Valley High School--

LOCKDOWN 2 EARTHQUAKE 2 FIRE 2

**Expected**

#25  
 2017-2018 (Local Data) Targets for Incidents of Restraint  
 Adelanto High School - 3  
 Silverado High School - 29  
 Goodwill High School - 0  
 Victor Valley High School -14

**Actual**

2017-2018 (Local Data) Results for Incidents of Restraint  
 Adelanto High School - TBD  
 Silverado High School - 26  
 Goodwill High School - 0  
 Victor Valley High School - TBD

**Actions/Services**

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

**Action 1**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Continue to assess district and school climate as well as parent/guardian feedback on satisfaction in areas measured by the state indicators and California School Dashboard. Climate assessments will be completed at the beginning of the year and be accessible by staff. Climate surveys will dis-aggregate data for at-risk groups such as foster youth and English Learners.

The district evaluated the student, family and staff surveys by Panorama Education, which provides the same climate and safety surveys as WestEd, but also helps the district identify the most needed socioemotional skills our students may lack or need support in by our staff. The district provided school site teacher training to pilot cohorts of teachers to begin use of panorama data at a classroom level. The wrong account code was charged but the service still occurred as planned.

\$32,000.00 LCFF SCG (SigDispro)

\$32,000 LCFF SCG (SigDispro)

**Action 2**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Provide additional funding for school sites to offer additional resources (conferences, guest speakers, parent education programs, cultural proficiency, etc.) to parents/guardians to increase attendance at school site meetings and events. Support parents/guardian in their understanding of educational initiatives when they are serving as members of a committee such as DAC, SSC, ELAC or DELAC by offering conferences and training opportunities. Allow for refreshments and child care when needed.

Three schools offered the Parent Quality Institute of Education in an effort to engage and educate parents about the school system and empower them to be a support system for the school and the students. Parents and guardians were also provided an opportunity to attend CAFE as well as other conferences.

1. \$73,694.00 Title I (Sites)

1. \$30,524.00 Title I (Sites)

**Action 3**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**



Offer College & Career events that involve parents, such as: College Application Workshops (Grades 11-12), College Information Workshops (Grades 9-12), Financial Aid Workshops (Grades 11-12), FAFSA Workshops (Grade 12), Scholarship Workshops (Grades 10-12) and K-16 Bridge Information Evenings. (SP, Strat.3, Spec.Rslt.2,II.A) Schools will ensure focus on target groups of student such Special Education, EL, Low Income, and Foster Youth.

Many school sites invited parents to attend college trips but transportation for many of our families is an issue. Many schools used their site Title I funds to arrange transportation and therefore the district funds were not utilized. Schools offered to pay for entry fees and provide materials for parents interested in college trips. Many school sites accessed site Title I funding through their SPSA. Each school site hosted an evening FAFSA application workshop and college application workshops in the career centers to ensure parent and student support during college application season. District funding was not required and the school sites will continue to support parent involvement activities through their Parent Engagement Centers.

\$7,232.00 Title I (District)

\$0 Title I (District)

**Action 4**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Hold annual meetings, led by counselors, teachers or administrative staff, with parents to educate/update parents on their child(ren)'s progress towards graduation and/or college & career readiness. Ensure the events for parents/guardians of targeted EL students are bilingual. The district will continue to employ a district translator to support all school and district events and meetings when needed to ensure communication with bilingual families.

Individual school sites held annual meetings with parents to educate / update parents on their child(ren)'s progress towards graduation and/ or college & career readiness. Students are monitored by teachers, counselors, and administration. Meetings are held with students and parents when students have multiple academic warnings. Family Engagement Liaisons also supported this action/service by providing parents with information and evening events in this area. The district interpreter provided bilingual support to school sites for family counseling events and district family meetings.

\$54,068.00 Title I (District)

\$47,936.00 Title I (District)

**Action 5**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

(Moved from 2017-18 Goal 7, Action/service 4)  
Continue to employ a Public Engagement Information Manager for the purpose of increasing communication district wide about services and opportunities for families to receive support through specialized targeted programs and other needs based information. This position is important to help increase attendance and parent participation, particularly with our low income families. Victor Valley is 100% low income as a district and the need for a variety of communication of services for our target families is vital to student success.

The district continued to employ a Public Engagement Information Manager for the 2018-2019 school year.

\$102,538.00 LCFF SCG (At-Risk)

\$109,786.00 LCFF SCG (At-Risk)

**Action 6**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

As school sites determine their college and career readiness needs, they will evaluate their needs and utilize the support of a career center technician or an additional college counseling needs through the SPSA process. Ensure that ALL high schools/school of choice have a dedicated career/college guidance technician who is highly trained to support all students' needs.

The district increased Career Guidance Technicians from three to four for the 2018-2019 school year. Each of the three comprehensive high schools has a dedicated tech and the two schools of choice (UP and CIMS) share one tech weekly. The tech at Victor Valley High School supports Goodwill High School as well. There was personnel changes which resulted in less salary encumbrance required for the positions at SHS and CIMS/UP.

\$355,760.00 LCFF SCG (At-Risk)

\$256,083.00 LCFF SCG (At-Risk)

**Action 7**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Provide support for a Parent Center at school sites who have employed a Family Engagement Liaison. The Family Engagement Liaison will support and monitor parent engagement. They will also support the school sites with the annual parent survey/evaluation, parent attendance at workshops monitoring using OMS, and provide events to help parents navigate the school system.

Parent Center increased from six to seven schools sites and each school employed a Family Engagement Liaison (FEL). The FELs supported the school sites with family outreach and held events for families such as "family Paint Night", "Eat Lunch with your Student Day" and "New Parent Orientation High School 101". The newest activity was a foster parent luncheon for all foster parents in the district and community.

1. \$243,741.00 Title I (Site)  
2. \$47,617.00 LCFF SCG (English Learners)

1. \$228,888.00 Title I (Site)  
2. \$43,452.00 LCFF SCG (English Learners)

## Action 8

### Planned Actions/Services

(Moved from 2017-18 Goal 8, Action/Service 8.1)  
Maintain a district-wide safety committee who will support district safety through/by:

- Revise the district-wide safety plan for all school sites and departments annually. Ensure the plan has clear primary and back-up roles and responsibilities for all

### Actual Actions/Services

VVUHSD moved forward with several areas of support for this action. Training of the security officers at all schools increased this year in the area of socioemotional learning. Each school site provided revised safety plans to the risk management manager who is used the information to organize

### Budgeted Expenditures

\$0

### Estimated Actual Expenditures

\$0

**Planned Actions/Services**

staff at school sites and the district to perform in an emergency situation. Include professional learning for personal enrichment of staff in CPR, first aide, etc.

- Performing site assessments to determine potential liabilities and create timelines to address both correction and prevention.
- Ensuring police, probation and emergency responders are included in the creation of the safety plans.
- Utilizing a monthly/quarterly calendar of required safety drills (fire, earthquake, and intruder) in compliance with California Education Code, to include submission of evidence to Risk Management.
- Coordinate the planning and implementation of regular staff training on safety-plans district-wide.

**Actual Actions/Services**

a formal, full scale safety drills involving law enforcement and fire. Emergency containers are available for every teacher on each school site and a plan was developed to ensure safety/emergency supplies are in place annually. Each school site is now submitting a safety drill calendar. The district office will conducted a full scale safety drill in January with the support of VPD.

**Budgeted Expenditures****Estimated Actual Expenditures****Action 9**

**Planned Actions/Services**

(Moved from 2017-18 Goal 8, Action/Service 8.3)  
 Create a team at each school site for safety and support. The team will meet quarterly to:

- Establish a school site crisis team led by a site administrator with essential personnel to support students and staff in a crisis.
- Schedule and coordinate training for the team and establish crisis protocols, mental health issues and socio-emotional support skills which staff is informed about annually.
- Establish and coordinate training for staff on emergency response procedures.
- Provide revisions to the school site safety plan.

**Actual Actions/Services**

VVUHSD revised multiple board policies in regards to student crisis and suicide protocol. The district PBIS coordinator helped each school site establish a hard copy protocol on how to handle student crises and a list of resources to support the counseling staff. Professional development was provided to staff in the area student mental health issues in the classroom during a week-long wellness symposium conducted in March 2019. The district also revised SST protocols. The district did receive a Title IV SSAE Grant and used this funding to compensate staff for attending the March symposium.

**Budgeted Expenditures**

\$0

**Estimated Actual Expenditures**

\$50,626.00 Title IV SSAE Grant

**Action 10**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

(Moved from 2017-18) Goal 5, Action/Service 5.4)  
 Provide workshops/ professional development opportunities to certificated and classified staff enhance the practices, safety and security of our students and staff. Support customer service training and job-alike training for classified staff to ensure high quality service to staff and families. The training will also provide staff with skills and supports to help serve our low income families, and identify foster youth and homeless youth, to ensure they are receiving supplementary services at the school sites,

Human resources has a three day safety staff training planned for the first week in August for Campus Security and Campus Security Assistants. Individual training occurred at school sites for classified staff based on site need and were funded by LCFF as well.

\$50,712.00 LCFF SCG (At-Risk)

\$17,618.00 LCFF SCG (At-Risk)

**Action 11**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**



**Planned Actions/Services**

(Moved from 2017-18 Goal 8, action 8.4)  
 Conduct an annual review of the effectiveness of campus safety officers and establish guidelines for staffing based on student numbers and safety related incidents. Continue to provide training for safety officers and recruitment/training of substitute safety officers. Contract for law enforcement services for probation officers and school resource officers (SROs) for student safety and SARB. Probation officers will provide on campus supports for at-risk students in areas including anger management, drug/alcohol abuse, and other social-emotional programs. Probation Officers and SROs will conduct home visits for students who are chronically absent including homeless and foster youth.

**Actual Actions/Services**

VVUHSD continued to contract with VPD and SB County Sheriffs to hire school resource officers and probation officers, respective.

**Budgeted Expenditures**

\$435,982.00 LCFF SCG (At-Risk)

**Estimated Actual Expenditures**

\$588,645.00 LCFF SCG (At-Risk)

# Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Actions and Services for Goal 2 were implemented as planned with a few exceptions. VVUHSD successfully hired another Career Guidance Technician and increase their services from three to four staff. One major area that was impacted was the increase in staff professional learning in the area of student wellness and safety. VVUHSD received the SSAE Title IV competitive grant and were able to expand the professional learning to ALL staff in the district.

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

When in engaging in a comprehensive overview of Goal 2 actions and services, the district has demonstrated an increase in parent involvement through the new parent centers and the Family Engagement Liaisons. The district has a strong focus on socioemotional learning for all staff in order to support our most fragile and at-risk students in the district. The district also has deepened the use of the Panorama surveys by engaging teacher in professional development on the use of student SEL survey (there are two surveys for student, climate and SEL) at a classroom level at select school sites as a pilot cohort.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The major material difference is in action #9 with the use of the SSAE Title IV grant to hold a week long wellness symposium for all staff during spring in which the district spent funds to compensate staff for attendance. In addition, action #3 did not use district funding for parent involvement on college trip or career exploration events due to the fact the school sites preferred to utilize their PARE Title I funds to offer these opportunities to their parents. The district will continue to set aside funding for this area to support school sites and parents.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

In goal 2 only two action/services were modified for the 2019-2020 LCAP. Action #11 was modified to add the verbiage "all schools" when conducting annual reviews of campus safety officers. Action #12 is a new action that the stakeholders felt was an area of need for our district and that is the tentative employment of a Behavior Analyst to support or students with special needs as well as our trauma informed students. All other action/services remained the same.

# Goal 3

VVUHSD will ensure all students learn in a supportive environment with highly qualified teachers, who are provided opportunities for meaningful professional learning, and who participate in a collaborative culture of continuous improvement for student achievement.

**State and/or Local Priorities addressed by this goal:**

**State Priorities:** 1, 4, 7, 8

**Local Priorities:** N/A

## Annual Measurable Outcomes

**Expected**

#1  
District High School 9-12 Adjusted Dropout Rate 2017-2018 Target - 3.9%

#2  
District High School Hispanic/Latino Dropout Rate 2017-2018 Target - 3.3%

**Actual**

District High School 9-12 Adjusted Dropout Rate 2017-2018 = N/A 2016-2017 = 5.9%

District High School Hispanic/Latino Dropout Rate 2017-2018 = N/A 2016-2017 = 4.2%

**Expected**

#3

District High School Asian Dropout Rate 2017-2018 Target &gt; 1%

#4

District High School African American Dropout Rate 2017-2018 Target - 2.0%

#5

District High School White Dropout Rate 2017-2018 Target - 4.0%

District High School Two or More Races Dropout Rate 2017-2018 Target - 6.6%

#7

SBAC ELA Standard Met or Exceed Targets 2017-2018:  
Grade 7 39%, Grade 8 38%, Grade 11 51%

#8

SBAC Math Standard Met or Exceed Targets 2017-2018:  
Grade 7 24%, Grade 8 23%, Grade 11 19%**Actual**

District High School Asian Dropout Rate 2017-2018 = N/A 2016-2017 = 2.2%

District High School African American Dropout Rate 2017-2018 = N/A 2016-2017 = 5.6%

District High School White Dropout Rate 2017-2018 = N/A 2016-2017 = 6.3%

District High School Two or More Races Dropout Rate 2017-2018 = N/A 2016-2017 = 10.7%

SBAC Results ELA Standard Met or Exceed 2017-2018  
Grade 7 38%, Grade 8 34%, Grade 11 40%SBAC Results Math Standard Met or Exceed 2017-2018  
Grade 7 23%, Grade 8 20%, Grade 11 18%

**Expected**

#9  
 ELA Grade of D or F 2018-2019 Targets  
 Grade of "D" - 1,078 Grade of "F" - 1,139

#10  
 A-G Completion 2017-2018 Target - 20.9%

#11  
 AP 2018-2019 Enrollment Target 1,688

#12  
 AP Exam Pass Rate 2017-2018 - Target 17.9% 3 or Better Exam Score

**Actual**

ELA Grade of D or F 2018-2019 Results:  
 Grade of "D" - 1,158 Grade of "F" - 1,519

2017-2018 A-G Completion Rate - 18%

AP 2018-2019 Enrollment Results - 1,236 students enrolled

AP Exam Pass Rate District-wide 2017-2018 - 27%%

**Actions/Services**

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

**Action 1**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

**Planned Actions/Services**

(Moved from 2017-18 Goal 5, Action/Service 5.1)  
 Establish various Adhoc professional development committees that empowers stakeholders in the planning, implementation and coordination of professional development opportunities. Provide extra duty for staff to attend committee meetings beyond the contractual day.

**Actual Actions/Services**

The Adhoc Professional development committee collaborated during the year to determine the next steps for professional development, The summer professional development days will include a focus on socioemotional learning, safety and technology. The district provided two google surveys to solicit feedback from all teaching staff and the data was used to guide the decision making by the committee.

**Budgeted Expenditures**

\$0

**Estimated Actual Expenditures**

\$0

**Action 2**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

**Planned Actions/Services**

(Moved from 2017-18 Goal 5, Action/Service 5.2)  
 Maintain one central location to store information regarding professional development attendance that is easily accessible. (OMS). Provide consultants, district experts or other services to support staff professional development.

**Actual Actions/Services**

VVUHSD used the San Bernardino County Superintendent of Schools' OMS system to track all professional development through out the school year. It also tracked the multiple contracted consultants and staff attendance at school site parent workshops. The OMS system is accessible through the district website and a professional development calendar is maintained annually. The future goal is to have a more developed website for the educational services department that also includes PD resources, calendars, and conference information.

**Budgeted Expenditures**

\$31,000.00 Title II

**Estimated Actual Expenditures**

\$26,988.00 Title II

**Action 3**

**Planned Actions/Services**

(Moved from 2017-18 Goal 5, Action/Service 5.3)  
 The district will provide equitable

**Actual Actions/Services**

VVUHSD Educational Services team organized and hosted two District Professional

**Budgeted Expenditures**

\$376,845.00 Title I (District)

**Estimated Actual Expenditures**

\$350,974.00 Title I (District)



professional development for counselors, teachers and administration (site and district) in areas that directly impact student achievement, effective data analysis, EL strategies, student wellness and alignment of district and site goals to the state priorities and dashboard indicators. Allow for consultants and conferences to provide expert professional development. Provide extra pay for staff to attend district designed professional development beyond the contractual day. Design a two day professional development program for certificated staff prior to the start of the school to reinforce best practices, socioemotional learning and curriculum alignment. Employ an evaluative inquiry process to monitor and guide district professional development. A professional learning committee will support the design of the summer professional

Development Days in August prior to the start of school and then continues throughout the year. Limited PD was provided during the contractual day and substitutes were provided for release time. Other PD required staff to be paid extra duty to attend beyond the contractual day.

development.

### Action 4

#### Planned Actions/Services

(Moved from 2017-18 Goal 5, Action/Service 5.5)  
 Employ two district coordinators to support professional learning and curriculum/ content development in the areas of math, science, history/social science and English through district categorical funding. The coordinators will also support other content areas as needed with curriculum/content development. The coordinators will support rigorous curriculum design and curriculum advisory board organization and implementation.

#### Actual Actions/Services

VVUHSD provided additional professional development and instructional support for teachers in ELA, Social Science, Science, and Math by employing two district coordinators.

#### Budgeted Expenditures

1. \$72,335.00 Title II (District)
2. \$289,337.00 Title I (District)

#### Estimated Actual Expenditures

1. \$72,335.00 Title II (District)
2. \$258,978.00 Title I (District)

### Action 5

#### Planned Actions/Services

#### Actual Actions/Services

#### Budgeted Expenditures

#### Estimated Actual Expenditures

(Moved from 2017-18 Goal 1 Action/Service 1.14)  
Provide professional development for counselors and career center technicians in college entrance requirements, financial aid options for low income students, the Dream Act and other information to increase equitable access to UC/CSU/CC for targeted student groups.

Counselors and career support staff attended various conferences and workshops related to college and career student support. Many of the events were funded free at county and Cal State levels. The funding for this action was underutilized due to the fact the school sites provided site Title I funding to support their staff in this area of professional learning.

\$20,000.00 Title II (District)

\$2,176.00 Title II (District)

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Actions and Services for Goal 3 were implemented as planned. Through our action/services, Victor Valley Union High School District has experienced success in in the expected annual measurable outcome for increasing the opportunities for our students to develop skills and knowledge in career fields through our CTE program. We have experienced an increase the number of students enrolling in, and completing, CTE classes at all comprehensive high schools. Next steps include supporting the increase in career pathways completers as well as increased articulation for CTE related courses at the local community colleges. All CTE courses have been redesigned and are A-G approved for UCOP. The dual enrollment program has increased and all high schools will provide students an opportunity to take a dual enrollment class on campus.

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

When in engaging in a comprehensive overview of Goal 3 actions and services, the district made great strides in the college and career indicator and over 55% of Muensters are prepared. District local data indicates students are still below county and state average for completing the A-G requirements in order to enroll directly into a college or university of their choice after graduation. In there area of professional development, the counselors are actively engaged in professional learning each month at the Counselor Collaboration Meeting as well attending many college and FAFSA workshops. As a district we have provided professional development for certificated and classified staff through conference and workshops, as well as the week long district wellness symposium in March 2019 and the two-day teacher professional learning days in August 2018.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences in estimated actual and budgeted expenditures were primarily due to school sites utilizing Title I and other funding to complete the actions/services. Many of the actions and services did not require funding for implementation.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and

analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

All action/services have remained the same for the 2019-2020 school year except for action/service #4. This action/service was modified to remove the word "two" because feedback from stakeholders indicated they would like to have additional coordinators hired to support areas such and student wellness and student intervention. This will be an area of exploration for the next 3-year LCAP cycle.

# Goal 4

VVUHSD will establish district-wide uniformity in procedures, policies, and materials to ensure effective implementation of district initiatives designed to increase student achievement.

**State and/or Local Priorities addressed by this goal:**

**State Priorities:** 1, 3, 6

**Local Priorities:** N/A

## Annual Measurable Outcomes

**Expected**

#1  
Panorama Student Survey - Climate  
Targets 2018-2019:  
School Connectedness (high)  
Gr. 7=65% Gr.9=50% Gr.11=47%  
Academic Motivation (high)  
Gr. 7= 79% Gr.9=69% Gr.11=66%  
High Expectations (high)  
Gr. 7=69% Gr.9=59% Gr.11=56%

**Actual**

Panorama Student Survey - Climate  
Results 2018-2019  
1. Climate of Support for Academic Learning - 69%  
2. Safety - 68%  
3. Knowledge and Fairness of Discipline, Rule and Norms - 59%  
4. Sense of Belonging (School Connectedness) - 52%

#2

Panorama Family Survey - Climate

Targets: 2018-2019

1. Climate of Support for Academic Learning - 89%
2. Sense of Belonging (School Connectedness) - 85%
3. Knowledge and Fairness of Discipline, Rule and Norms - 87%
4. Safety - 81%

Panorama Family Survey - Climate

Results: 2018-2019

1. Climate of Support for Academic Learning - 92%
2. Sense of Belonging (School Connectedness) - 92%
3. Knowledge and Fairness of Discipline, Rule and Norms - 89%
4. Safety - 88%

#3

Panorama Staff Survey - Climate

Targets: 2018-2019

1. Climate of Support for Academic Learning - 89%
2. Knowledge and Fairness of Discipline, Rule and Norms - 87%
3. Sense of Belonging (School Connectedness) - 85%
4. Safety - 81%

Panorama Staff Survey - Climate

Results: 2018-2019

1. Climate of Support for Academic Learning - 89%
2. Knowledge and Fairness of Discipline, Rule and Norms - 80%
3. Sense of Belonging (School Connectedness) - 72%
4. Safety - 60%

#4

Uniform Complaint Filings 2018-2019 Target 0

Uniform Complaint Filings 2018-2019 Results = 0 Complaints Filed.

#5

Williams Finding Report (SBCSS)

Targets:

1. Instructional Materials : No Insufficiencies were observed
2. Facilities:
  - Extreme Deficiencies: No Observed
  - Good Repair Deficiencies: No More than 3 reported
3. Teacher Assignments: No findings

Williams Finding Report (SBCSS)

Results:

1. Instructional Materials : No Insufficiencies were observed
2. Facilities:
  - Extreme Deficiencies:
    - a. Lakeview Leadership Academy: 2 Findings (repaired immediately)
  - Good Repair Deficiencies:
    - a. Cobalt Institute of Math & Science: 17 Findings (repaired immediately)
    - b. Hook Junior High: 0 Findings
    - c. Lakeview Leadership Academy: 0 Findings
    - d. Silverado High School: 5 Findings (repaired immediately)
    - e. Victor Valley High School: 13 Findings (repaired immediately)
3. Teacher Assignments: No findings

#6

2018-2019 Maintain Teacher Assignment Williams Report Status as “no findings”

2018-2019 Maintain Teacher Assignment Williams Report Status = “no findings”

## Actions/Services

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

### Action 1

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**



(Moved from 2017-18 Goal 6, Action/Service 6.1)  
Define and promote VVUHSD expectations for staff, students and parents through the following:

- Investigate programs to support customer service expectations and continue to use climate data to guide the direction of classified professional development in customer service expectations.
- Provide annual training for all staff on district policies and procedures.

VVUHSD strives to promote the expectations for staff, students and parents through the use of many resources. The district website is the primary source of communication along with school websites. Every school has a parent/student handbook that outlines the expectations at each school site. This is an area for continued growth, but the district is committed to making this area a priority in the district Strategic Plan.

\$0

\$0

**Action 2**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

(Moved from 2017-18 Goal 7, Action/Service 7.3)  
 Student Support Services and the Central Enrollment Center will collaborate with outside agencies to provide a collaborative network with referral resources for housing, food, clothing and health services. Student services and health services will begin exploration of clinical counseling services, psychologist interns, counseling interns or other programs to provide additional services. Expand the availability of resources or on-site support utilizing local counseling agencies and community support services including Desert Mountain SELPA and County Mental Health for students and their families.

This action was not fully implemented for the 2018-2019. A Homeless and Foster "Hope Chest" pilot has been started at one school and if the resources are accessed and the families find it valuable, we will continue with them at each school site. Our central enrollment center is our foster and homeless youth primary location for support. We provide backpacks and referral to free counseling and support services in the community. The funding allocated to this action will be budgeted in the 2019--2020 plan.

\$20,000.00 Title I (District)

\$3,222.00 Title I (District)

**Action 3**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

(Moved from 2017-18 Goal 7, Action/Service 7.6)  
 Design and offer district and/or school competitions/celebrations to encourage school connectedness and celebrate achievement of low income and at-risk students which will include, but not be limited to: National College Signing Day, Pathway Completion Achievement, Science and Engineering Fair Awards, Visual and Performing Arts Achievements, National History Day Competition, Reclassification Ceremony, Etc. Implement / maintain district and/or site supported student recognition programs such as: Renaissance, Honor Roll, National Honor Society, Student of the Week, It's a Gas to go to Class.

The district has supported several student recognition programs including the District Science & Engineering Fair, National History Day, Skills USA, Student of the Quarter and It's a Gas to go to Class. The school sites held additional recognition celebrations ranging from honor roll to perfect attendance. The money was set aside out of LCFF SCG but was charged to a different account code.

\$6,000.00 LCFF SCG (At-Risk)

\$6,364.00 LCFF General Fund

**Action 4**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

(Moved from 2017-8 Goal 7, Action/Service 7.7)  
 Develop an open choice transition program for Special Education students ages 18-22 to continue with life skills and workability training. If increased funding through the workability program is available, restore the clerical position to support workability.

This action is in progress through our special education department. There has been collaboration through workability and the CTE program help the case carriers of adult students still in the SPED program begin to transition into the work force or into job skill training.

\$0

\$0

**Action 5**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Each school site and district division will establish the following: (strategic plan)

- Organization flow chart
- Division of responsibilities
- Commonly used forms on the district website
- Flowcharts to help navigate specific commonly requested processes
- Protocols and timelines for common/annual processes, procedures and events
- Quarterly calendar of required safety drills (Fire, Earthquake, Intruders)

The district is continuing work in this area. The most process has been made in safety and safety drills. Title IV funding was used to create safety bins for every teacher and every office are in the district with emergency supplies. There have been district wide safety drill scheduled with local police and fire involved. The remaining area are under way and this action will be continued in the 2019-202 LCAP.

\$0

\$0

**Action 6**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Provide annual training for classified staff in the following areas: (strategic plan)

- Customer service
- Division specific skills
- Safety protocols

Classified staff have been provided with conferences and job specific training throughout the school year. The most innovative opportunity was the week long wellness symposium provided to both classified and certificated staff.

\$0

\$0

## Action 7

### Planned Actions/Services

Align graduation requirements so that every student in VVUHSD will complete the CU/CSU college entrance requirements for graduation and/or a district approved alternative pathway beginning with the class of 2021.

### Actual Actions/Services

This action was not yet completed. The district will be redesigning this actin and service and a committee will convene to explore the needs of schools sites if the graduation requirements change for the next incoming potential graduating class

### Budgeted Expenditures

\$0

### Estimated Actual Expenditures

\$0

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Actions and Services for Goal 4 were partially implemented and will continue to be an area of focus in the new LCAP plan. Action/service 2, and 4 were only partially implemented due to staffing changes and the focus if the district shifted in the area of foster and homeless youth. The "Hope Chest" is still a viable concept but our central enrollment center is playing a more prominent role in providing needed to support to our foster and homeless youth because parents are familiar with the location and staff. Each school will continue to provide additional school supplies, materials, etc. for these target groups. We hired three new Assistant Superintendents for the 2018-2019 school year and this will greatly impact action/service 4. Action/service 7 has remained in the plan but the district has not made progress in changing the the graduation requirements. As we progress in the new three course model for science, this will remain a future action for the next 3 year cycle.

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

When in engaging in a comprehensive overview of Goal 4 actions and services, the district must continue to focus on effective communication of expectations by staff, students and parents to support the culture of learning and college/career readiness which VVUHSD is attempting to establish through the district Strategic Plan. The district must continue to focus on the training of all staff in the areas of customer service and their ability to ensure all district policies and procedures are followed with fidelity. The district must continue to work toward a college going culture by revisiting the objective of aligning graduation requirement with A-G requirements.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences in estimated actual and budgeted expenditures were minimal. The budgets for action 2 was underutilized and there are plans to include the Desert Mountain Selpa services to help provide increased mental health services and community resources for our families in need of this type of support. The local selpa often doe not require a fee for services unless it include resources beyond their scope. The budget allocations will remain the same for the 2019-2020 LCAP for the actions/services in Goal 4.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The actions/services for goal remained the same for the 2019-2020 LCAP with the except of action/service 7. The wording was modified to add the phrase "on a diploma track" and removed the phrase "and/or a district approved alternative pathway beginning with the class of 2021". The stakeholders felt strongly that the A-G requirement should be the expectation for every student in our district regardless of their capabilities.



# Goal 5

VVUHSD will focus on student and staff wellness to promote student academic success through the design and support of programs in attendance, responsible behavior, positive attitudes, and social-emotional learning.

**State and/or Local Priorities addressed by this goal:**

**State Priorities:** 5, 6, 7

**Local Priorities:** N/A

## Annual Measurable Outcomes

**Expected**

#1  
District High School 9-12 Adjusted Dropout Rate 2017-2018 Target - 3.9%

#2  
Middle School Dropout Rate 2017-2018 Target - 1.48%

#3  
District Expulsion Data Target - 64 Students

**Actual**

District High School 9-12 Adjusted Dropout Rate 2017-2018 = N/A 2016-2017 = 5.9%

Middle School Dropout Rate 2017-2018 = N/A 2016-2017 = 2.1%

District Expulsion Data Results - 78 Students

#4

Positive Behavior Support Interventions

2018-2019 Target

Year 1 Cohorts = 0 Year 2 Cohorts = 1 Year 3 or 3+ Cohorts = 7

Positive Behavior Support Interventions

2018-2019 Results

Year 1 Cohorts = 0 Year 2 Cohorts = 0 Year 3 or 3+ Cohorts = 8

#5

Panorama Student Survey - Climate

Targets 2018-2019:

School Connectedness (high) Academic Motivation (high) High Expectations (high)

Gr. 7=65% Gr.9=50% Gr.11=47% Gr. 7= 79% Gr.9=69% Gr.11=66% Gr. 7=69% Gr.9=59% Gr.11=56%

Panorama Student Survey - Climate

Results 2018-2019

1. Climate of Support for Academic Learning - 69%
2. Safety - 68%
3. Knowledge and Fairness of Discipline, Rule and Norms - 59%
4. Sense of Belonging (School Connectedness) - 52%

#6

Panorama Family Survey - Climate

Targets: 2018-2019

1. Climate of Support for Academic Learning - 89%
2. Sense of Belonging (School Connectedness) - 85%
3. Knowledge and Fairness of Discipline, Rule and Norms - 87%
4. Safety - 81%

Panorama Family Survey - Climate

Results: 2018-2019

1. Climate of Support for Academic Learning - 92%
2. Sense of Belonging (School Connectedness) - 92%
3. Knowledge and Fairness of Discipline, Rule and Norms - 89%
4. Safety - 88%

#7

Panorama Staff Survey - Climate

Targets: 2018-2019

1. Climate of Support for Academic Learning - 89%
2. Knowledge and Fairness of Discipline, Rule and Norms - 87%
3. Sense of Belonging (School Connectedness) - 85%
4. Safety - 81%

Panorama Staff Survey - Climate

Results: 2018-2019

1. Climate of Support for Academic Learning - 89%
2. Knowledge and Fairness of Discipline, Rule and Norms - 80%
3. Sense of Belonging (School Connectedness) - 72%
4. Safety - 60%

#8

District Attendance Rate 2018-2019 Target - 98%

District Attendance Rate 2018-2019 Results - 95.8% (This is an average based on 8 months of data. The final 10 month report will not be available until after July 8th, 2019)

#9

District Annual Suspension Rates (California School Dashboard - 2018 release)

Targets:

District = 7.7% English Learners = 6.8% Foster Youth = 18.3%  
Homeless = 7.3% Low Income = 8.4%  
Special Needs = 16.4% African American = 15.6% Hispanic = 5.1%  
Two/More Races = 14.2%  
White = 7.0%

District Annual Suspension Rates (California School Dashboard - 2018 release)

Targets:

District = 9.3% English Learners = 6.6% Foster Youth = 19% Homeless = 15.4% Low Income = 9.9%  
Special Needs = 17.2% African American = 18% Hispanic = 6.6%  
Two/More Races = 13.4%  
White = 8.1%

#10  
Graduation Rate Indicator Districtwide  
Expected 2017-2018: District Graduation Rate Target 87.8%

2017-2018 Graduation Rate Indicator District-Wide 82.1%

#11  
Chronic Absenteeism Reduction Target 12.5% (California School  
Dashboard 2018 release)

Chronic Absenteeism Reduction Result 14.7% (California School  
Dashboard 2018 release)

# Actions/Services

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

## Action 1

|                                 |                                |                              |                                      |
|---------------------------------|--------------------------------|------------------------------|--------------------------------------|
| <b>Planned Actions/Services</b> | <b>Actual Actions/Services</b> | <b>Budgeted Expenditures</b> | <b>Estimated Actual Expenditures</b> |
|---------------------------------|--------------------------------|------------------------------|--------------------------------------|

(Moved from 2017-18 Goal 6, Action/Service 6.3)  
 District divisions and schools sites will establish committees and conduct committee meetings to review and update protocols and procedures on an annual basis. Stakeholders will provide input to ensure equity and compliance for all federal, state and district policies.

To help increase district-wide knowledge of and implementation of protocols and procedures, the management team planned quarterly meetings to ensure the stakeholders were able to provide input on changes and updates for district customer service practices. Unfortunately with the staffing change over at the district level these meetings were not held. The district Strategic Plan 2020 still emphasizes safety and this will continue to be a focus.

\$0

\$0

## Action 2

### Planned Actions/Services

(Moved from 2017-18 Goal 6, Action/Service 6.2).  
 Maximize use of the district website as an essential tool to communicate and provide resources to all stakeholders.

### Actual Actions/Services

The VVUHSD website provides resources to staff, students, and parents at the school site and district level. First the majority of the school year, the website is incorporated a feature under the

### Budgeted Expenditures

\$15,000.00 LCFF SCG (At-Risk)

### Estimated Actual Expenditures

\$13,777.00 LCFF SCG (At-Risk)  
 \$17,600.00 LCFF SCG (English Learners)

Partnership with the SBCSS to institute BrightBytes as an Early Warning System provide real time data on at-risk students to counselors, teachers and site administration. Student groups will be dis-aggregated to monitor foster youth, homeless youth and English learners.

Our District link called Institutional Effectiveness Dashboards, which provides information to the public in four areas; academics, discipline, student enrollment, and expenditures by school site. This feature was discontinued as VVUHSD became a pilot district with SBCSS and the implementation of an Early Warning System called Student Success through BrightBytes. During this year, the county of San Bernardino pulled out of the pilot with Bright Bytes and VVUHSD stopped all pilot setup with the early warning system. The district is still committed to exploring another type of early warning system, possibly with Illuminate for the 2019-2020 school year. The newest early warning program implemented is for the English Learner program and is called Ellevation. This will provide real time monitoring of the students using all available

data to determine if EL students are at risk of failure.

### Action 3

#### Planned Actions/Services

Utilize team-building strategies district-wide during collaboration, meetings and classroom instruction to increase the positive attitudes towards learning and in the work place to promote the district shared belief that positive relationships foster success.

#### Actual Actions/Services

The action is in progress and staff is receiving training in team building and collaboration for the 2019-202 school year.

#### Budgeted Expenditures

\$0

#### Estimated Actual Expenditures

\$0

### Action 4

#### Planned Actions/Services

#### Actual Actions/Services

#### Budgeted Expenditures

#### Estimated Actual Expenditures

Explore and/or expand programs at school sites to include peer to peer student support.

School sites are each individual implementing different types of peer support programs at school sites. Most programs are being supported though site Title I funding. Teachers are provided training and students are being recruited to ensure the support is in place based upon the strategic plan.

\$30,000.00 Title I (District)

\$18,102.00 Title I (District)

**Action 5**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**



(Moved from 2017-18 Goal 1, Action/Service 1.4)  
 Ensure Foster Youth district liaison has adequate training, knowledge, and resources to carry out responsibilities (Ed. Code 48853.5) to reduce the effects of mobility for our foster youth. The district liaison will continue with professional development on homeless and foster youth as well as support/organize professional development for all district staff. The district liaison will maintain a database for foster youth and homeless youth contact information and coordinate with school site homeless liaisons.

The Foster Youth District Liaison attended training and explored resources to carry out responsibilities to reduce the effects of mobility on our foster youth. The assistant to the Foster Youth liaison also engaged in professional development. The Foster Youth Liaison supported our first school site with the creation of a "Hope Chest" at Lakeview Leadership Academy to begin purchasing new basic need items for homeless students. The Central Enrollment Center plays a pivotal role in supporting our homeless and foster students. District Title I money can no longer be used to buy personal items or incentive for students therefore, the funding was not utilized this year.

1. \$5,000.00 LCFF SCG (At-Risk)
2. \$1,000.00 Title I (District)

1. 334.00 LCFF SCG (At-Risk)
2. \$0 Title I (District)

**Action 6**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

(Moved from 2017-18 Goal 1, Action/Service 1.13).  
Employ five intervention teachers to target student social-emotional well-being and reduce behavior incidents on campus of target groups (OCI). The Intervention teacher will also support PBIS by implementing strategies during small group support and school-wide initiatives. Revise job description and ensure position fidelity. School sites will implement an SEL curriculum to be used by the intervention teacher for additional support.

VVUHSD employed four FTE Intervention Teachers at Adelanto H.S., Victor Valley H.S. Silverado H.S., and Hook J.H. Partially through the school year, Cobalt Institute of Math & Science integrated an intervention program and provided extra periods to current teaching staff, who supported students academically and socioemotionally, the second semester to help address growing student concerns.

1. \$657,298.00 Title I (Site)
2. \$28,406.00 LCFF SCG (English Learner)

1. \$432,802.00 Title I (Site)
2. \$8,169.00 LCFF SCG (English Learner)

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The actions and services for Goal 5 were generally implemented as planned with the exception of action/service 1. This action/service was not implemented due to the change in staffing. The position responsible for the meetings was unfilled for a number of months. This area was addressed at the district annual management retreat in June.

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

When in engaging in a comprehensive overview of Goal 5 actions/services, the district must continue to have a strong focus on programs that support student alternatives to suspension as well and approaches to support staff when dealing with negative student behaviors. The district focus for the majority of the district -wide professional development this year was on socioemotional learning and student behaviors. Certificated and classified staff were being trained on how to respond to, and support students with trauma backgrounds. The dashboard also indicated we must continue on working toward increased student attendance and reducing chronic absenteeism.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences in estimated actual and budgeted expenditures were primarily due to lack of implementation of and action. In some instances, such as action #5, the funding will be allocated again in the 2019-2020 plan. Action/service #2 had a material difference due to to the fact the district was unable to move forward with the Bright Bytes Early Warning System and instead chose to implement an English Learner software to track and support the EL population. Ellevation will increase monitoring of EL academic progress and reclassification potential at school sites and provide early intervention opportunities.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The original 6 actions/services will remain the same for the 2019-2020 LCAP with modifications to actions/service #2 and #6. Action/service #2 had the verbiage removed "partnership with SBCSS to institute BrightBytes as an" and added the phrase "Explore the use of an Early warning system to provide real time data on at-risk students to counselors, teachers and site administration". The stakeholders also added "students with disabilities" to the target groups for closer monitoring and support. Action/service #6 was modified to to remove the wording "five" in order to accommodate the fluctuation in the number of intervention teachers based the school plan for student achievement at each school site. Goal 5 did have two new actions/services added to the 2019-2020 LCAP. Action/service #7 was in previous LCAP plans and VVUHSD is again considering hiring a Director of Comprehensive Student Support (CSS) and Child Welfare and Attendance (CWA). Action/service #8 is based on stakeholder input to target school sites with high suspension rates the option of utilizing finding to hire a Licensed Family & Marriage Therapist to provide supplementary services to the school counseling programs at the school sites.