

§ 15497. Local Control and Accountability Plan and Annual Update Template**Introduction:**

LEA: Victor Valley Union High School District Contact: Dr. Ron Williams, Assistant Superintendent, Educational Services, R.Williams@vvuhsd.org,

(760) 955-3201 ext.10204 LCAP Year: 2013-2014

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

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

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

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

Parent involvement: *efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

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

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

Section 1: Stakeholder Engagement

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

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?

- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<p>10/5/13 Parent recruitment meeting; Interest Survey-District Administration Office</p> <p>11/12/13 DELAC Session</p> <p>11/16/13 Getting Ready for Common Core Parent Session—District High School (Adelanto) Multi-Purpose Room</p> <p>12/7/13 DELAC Session</p> <p>12/19/13: DAC Session</p> <p>01/27/14 Community Engagement Team and LCAP Advisory Committee Meeting</p> <p>02/04/14: DELAC Session to introduce LCAP</p> <p>02/04/14 Community Engagement Team and LCAP Advisory Committee Meeting</p> <p>02/18/14: DAC Session to introduce LCAP</p> <p>02/19/14 Community Engagement Team and LCAP Advisory Committee Meeting</p> <p>02/25/14 LCAP Stakeholder Forum: parents of Adelanto High & Hook Jr High schools (feeder school and high school)</p> <p>03/03/14 Community Engagement Team and LCAP Advisory Committee Meeting</p> <p>03/05/14 LCAP Stakeholder Forum: Silverado High & Cobalt Science Engineering & Math Parent Choice School (CEMS)(neighboring middle & high schools)</p> <p>03/17/14 LCAP Stakeholder Forum: University Preparatory High School Parent Choice School</p> <p>03/18/14 Community Engagement Team and LCAP Advisory Committee</p>	<p>10/5/13 Superintendent Momon & Assistant Superintendent R. Williams led parent recruitment meeting which served to re-open dialogue with diverse group of parents, including interest survey to gather data from parents; among the questions asked of parents “what is the best way to prepare the ground for transition to Common Core and implementation of special funding strategies like LCAP?”</p> <p>11/12/13: District Language Advisory Committee (DELAC) meetings led by Dr. Yee, Director, specifically address the needs of English Language Learners as will be reflected in LCAP funding; open to staff, community & parents. VVUHSD includes Spanish, Vietnamese, Chinese, and Korean among the major languages spoken in addition to English. Translation services provided in Spanish.</p> <p>11/16/13: Parent workshop open to all parents in the VVUHSD District introducing them to details of common core curriculum & assessments & legislation involving it.</p> <p>01/27/14: First meeting of the Community Engagement Team and LCAP Advisory Committee directed by Superintendent Momon, Assistant Superintendent Williams and Categorical Director, Dr. Yee. The committee composition includes pupils, foster youth, classified and certificated staff, principals, bargaining unit member leadership, DAC and DELAC leadership, parents and business partners as well as the district leadership team including Special Education. Meeting provided</p>

Involvement Process	Impact on LCAP
<p>Meeting 03/17/14: DAC Session discussing LCAP 03/18/14: DELAC Session discussing LCAP 04/01/14 Community Engagement Team and LCAP Advisory Committee Meeting 04/08/14 Community Engagement Team and LCAP Advisory Committee Meeting 4/9/14: LCAP Stakeholder Forum: Lakeview Middle School 04/15/14 Community Engagement Team and LCAP Advisory Committee Meeting 04/17/14 LCAP Stakeholder Forum: Victor High School & Goodwill School 04/17/14: DAC meeting discussing LCAP 04/29/14: DELAC Meeting discussing LCAP 05/13/14 Presentation of the plan to the Community Engagement Team and LCAP Advisory Committee conducted by WestEd 06/19/14 Public hearing on the LCAP 06/26/14 Presentation for Board Approval</p> <p>Invitations were issued in a variety of communication methods for all meetings to ensure all stakeholders were included. Methods of communication included bi-lingual website notices, posters, flyers, direct appeals by principals in person and by phone calls, and through teachers and pupils.</p> <p>Translation services in Spanish provided at all meetings. It became apparent, however, that additional translation services in Vietnamese and possibly Korean are necessary for full inclusion.</p>	<p>an overview of the LCFF and the roles and responsibilities of the committee in the creation of the district LCAP.</p> <p>02/04/14: Second meeting of the Community Engagement Team and LCAP Advisory Committee. Members reviewed district data on pupil achievement and especially that of the English Learners, Low Income and Foster Youth. Participants reviewed all state priorities and based upon need, chose district areas of focus.</p> <p>02/18/13: Dr. Yee, Director, lead the District Advisory Committee (DAC) meeting which is open to community, staff, parents; meetings explain & outline LCAP priorities, gather concerns, feedback from communities and set priorities to implement LCAP in VVUHSD.</p> <p>02/19/04 Third meeting of the Community Engagement Team and LCAP Advisory Committee. Small group and whole group consensus building was conducted. All members prioritized the state identified priorities based on data, community feedback and need. Next steps were discussed.</p> <p>02/25/14: LCAP Stakeholder Forums held at different district school sites with Spanish translation services provided. District Assistant Superintendent Williams and Director Yee introduced LCAP overview; site principals connected LCAP with local sites' implementation of common core curriculum & assessments. Parent Community Coordinator Dr. B. Williams directed parents in small group who participated in interactive exercise facilitated by District administrators and site principals to provide their feedback, reactions, inventory their interests, concerns and to recruit them for more involvement in their schools and in district activities related to LCAP and common core. Parents' involvement is actively recruited especially for determining overall goals and metrics for achieving those goals.</p> <p>03/03/14 Fourth meeting of the Community Engagement Team and LCAP Advisory Committee. Members began the process of working with the template to complete section two. Members wrote to identified needs and metrics, began the process of identifying target groups and of</p>

Involvement Process	Impact on LCAP
	<p>what benefit to pupils these goals would bring.</p> <p>03/18/14 Fifth meeting of the Community Engagement Team and LCAP Advisory Committee. Drafting of goals continued.</p> <p>04/01/14 Sixth meeting of the Community Engagement Team and LCAP Advisory Committee. Committee members reviewed draft of the LCAP plan and aligned identified needs closely with the district Strategic Plan and the Board Priorities. Goals were combined and consolidated to align to district priorities. Goals were refined to fewer in number.</p> <p>04/08/14 Seventh meeting of the Community Engagement Team and LCAP Advisory Committee. Members reviewed the document to ensure that the fewer goals selected reflect the eight priorities and identified needs. Additional changes were included on plan as a result of feedback.</p> <p>04/15/14 Last meeting of the Community Engagement Team and LCAP Advisory Committee. Member offered final input on the draft of the LCAP. Suggestions were incorporated and taken into consideration.</p> <p>05/13/14 WestEd facilitated a final review of the district LCAP inviting all Community Engagement Team and LCAP Advisory Committee members. Discussions were recorded for future consideration during the annual review process.</p> <p>Stakeholder groups provided feedback to develop outcomes, services and actions to support the goals. From there, the district team aligned services and actions to address the needs of all pupils with additional supports specific to our significant sub-groups of EL, foster pupils, and low socio-economic pupils.</p> <p>All stakeholder input from the fourteen community meetings was recorded, organized under each of the state priorities and district goals, and discussed by the district leadership team. All aspects of the LCAP process have been transparent. While the plan intends to reflect the hours of discussion and capture the ways in which all stakeholders wish</p>

Involvement Process	Impact on LCAP
	<p>to promote academic success for our pupils, it must be noted that resource restraints; time, financial and personnel, led the prioritization of the actions steps to be taken. The suggestions and actions still remain under consideration as part of the future LCAP review and planning cycle. As the annual review process begins, these items will be reconsidered. Specific items for future reconsideration have been included in the Appendix.</p> <p>Pupil academic, social and emotional success remains a priority for all our VVUHSD personnel. All of efforts and focus are embodied in the base program provided for all pupils. We accomplish this through the employ of high quality teachers, administrators, classified staff, the provision of clean and safe learning environments, the use of standards-based instructional materials and the strategic use of operational and human resources. \$66,897,889 Base program lump sum reflects approximate cost for quality teachers, administrators, classified staff, counselors, district office staff, related materials and resources).</p>
<i>Future Involvement</i>	<i>Impact on LCAP</i>
<p>Broaden the base of pupil involvement through the implementation of two pupil forums to be held September 2014 and February 2015 during the year to gain insight into pupil perceptions and support the district priorities.</p>	<p>Provide critical metric information for pupil engagement and school culture. Provide insight into the implementation of the CCSS into daily instructional practices through pupil feedback.</p>
<p>Continue the parent and community dialogue with a series of quarterly Community Forums September 2014, November 2014, February 2015 and April 2015. Parents who signed up for the Superintendent’s Community engagement Cabinet will be personally contacted to attend the Community Forums.</p>	<p>Provide critical metric information on parent involvement, the implementation of the CCSS and school culture through parent, teacher and community member dialogues and surveys.</p>

Section 2: Goals and Progress Indicators

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup

*of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to “Engagement” (e.g., pupil and parent)?
- 4) What are the LEA’s goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?

- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
A. Alignment of district leadership to support each site <i>(Metric: Improved service and support to sites as measured by feedback and continuous improvement plan surveys / staff</i>	1. Increase the number of pupils who are on track to graduate from VVUHSD college and career ready	All Pupils	All		1a. Increase the number of pupils who are on track to graduate from VVUHSD college and career ready	1a. District leadership pilot multi-tier system to support schools and LCAP implementation	1a. District leadership will implement multi-tier system to support schools and LCAP implementation	1.-Basic Services 2.- Implementation of the state standards 3.- Parent Involvement 4.-Pupil Achievement 5.-Pupil Engagement 6.-School

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surveys evaluations)								Climate 7.-Course Access 8.-Other Pupil Outcomes
B. Increase graduation rates for all subgroups <i>(Metric: Graduation data, high school and middle school dropout rates)</i>	1. Increase the number of pupils who are on track to graduate from VVUHS D college and career ready	All pupils	All		1b. Establish baseline graduation rates for the following sub-groups: Hispanic Asians Filipino African American White English Learners Special Ed Low Income Foster Youth	1b. Monitor graduation rates and growth for the following sub-groups: Asians 1% Filipino 3% African American 4% White 2% English Learners 3% Special Ed 7% Low Income 2% Foster Youth 3%	1b. Monitor graduation rates and growth for the following sub-groups: Asians 1% Filipino 3% African American 4% White 2% English Learners 3% Special Ed 7% Low Income 2% Foster Youth	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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							3%	
C. Reduce the dropout rate (Metric: <i>dropout rate, graduation rate, student achievement data, CAASPP</i>)	1. Increase the number of pupils who are on track to graduate from VVUHSD college and career ready	All pupils	All		1c. Reduction in the Dropout rate by 2% for all sub-groups	1c. Reduction in the Dropout rate by 2% for all sub-groups	1c. Reduction in the Dropout rate by 2% for all sub-groups	
D. Substantially increase attendance rates at all sites (Metric: Monitor attendance rates/ CALPADS, student achievement data, CAASPP)	1. Increase the number of pupils who are on track to graduate from VVUHSD college and career	All pupils	All		1d. Increase pupil attendance by 2%	1d. Increase pupil attendance by 4%	1c. Increase pupil attendance by 6%	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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	ready							
E. Reduce suspension rates (Metric: Monitor Suspension Rates in Aeries/CALPADS, API, CAASPP)	1. Increase the number of pupils who are on track to graduate from VVUHSD college and career ready	All pupils	All		1e. Reduce the number of suspensions by 2.92%	1e. Reduce the number of suspensions by 4%	1e. Reduce the number of suspensions by 6%	
F. Increase CAHSEE passing rates (Metric: CAHSEE data)	1. Increase the number of pupils who are on track to graduate from VVUHSD college and career	All pupils	High Schools and Parent Choice schools		1f. Increase CAHSEE pass rate for grade 10 by 4%, for Grades 11 and 12 by 7%	1f. Increase CAHSEE pass rate for grade 10 by 4%, for Grades 11 and 12 by 7%	1f. Increase CAHSEE pass rate for grade 10 by 4%, for Grades 11 and 12 by 7%	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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	ready							
G. Increase A-G access and success for all pupils <i>(Metric: pupil / Master schedule, Pupil achievement data, CAASP, SBAC Interim Assessments, writing assessments, EAP results, scholarships)</i>	1. Increase the number of pupils who are on track to graduate from VVUHSD college and career ready	All pupils	High Schools and Parent Choice schools		1g. Establish a baseline for pupils enrolled in A-G classes	1g. Increase the number of pupils in A-G course by 3%	1g. Increase the number of pupils in A-G course by 6%	
H. Increase enrollment in AP courses and pupil pass rates <i>(Metric: Master schedules, AP Exam Results, College Board Online Results)</i>	1. Increase the number of pupils who are on track to graduate from VVUHSD	All pupils	High Schools		1h. Establish a baseline for AP enrollment 1h. Increase AP pass rate by 2%	1h. Increase enrollment in AP courses by 3% 1h. Increase AP Exam pass rate by 4%	1h. Increase enrollment in AP courses by 6% 1h. Increase AP Exam pass rate by 6%	

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	college and career ready							
I. Increase the number of college bound students <i>(Metric: Aeries data for A-G completion of course work, API, Graduation rate, Graduates completing UC course work, National Merit Scholars, scholarships)</i>	1. Increase the number of pupils who are on track to graduate from VVUHS D college and career ready	All pupils	High Schools		1i. Establish baseline to monitor the rate of college bound pupils 1i. Continue partnership with UC Berkeley Chancellor's Office for Destination College	1i. Increase the rate of college bound pupils by 2% 1i. Continue partnership with UC Berkeley Chancellor's Office for Destination College	1i. Increase the rate of college bound pupils by 2% 1i Continue partnership with UC Berkeley Chancellor's Office for Destination College	
J. Increase pupil engagement to enhance pupils'	1. Increase the number of	All pupils	All		1j. Pupils provide their voice through	1j. Pupils provide their voice through	1j. Pupils provide their voice through	

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social and academic achievement (Metric: pupil forums, surveys, pupil attendance data, Healthy Kids Survey results, CAASPP results, API, Graduation rates)	pupils who are on track to graduate from VVUHSD college and career ready				forums and surveys	forums and surveys	forums and surveys	
K. Increase the number of pupils attaining proficiency in English Language Arts and Mathematics (Metric: Grade reports, SBAC Interims CAASP data, AP Exam Results, Reclassification)	1. Increase the number of pupils who are on track to graduate from VVUHSD college and career ready	All pupils	All		1k. Establish the baseline of % of pupils attaining proficiency as measured by CASPP in grades 7,8, and 11 in ELA and Math 1k. Establish baseline for number of	1k. Increase the number of proficient pupils as measured by SBAC by 5% in both ELA and Math 1k. Decrease by 10% the number	1k. Increase the number of proficient pupils as measured by SBAC by 7% in both ELA and Math 1k. Decrease	

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	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
data, API and subgroup performance, graduation rates)					pupils receiving a letter grade lower than C- in both ELA and Math	of pupils receiving a letter grade lower than C- in both ELA and Math	by 10% the number of pupils receiving a letter grade lower than C- in both ELA and Math	
L. Maintain the variety of internships offered by VVUHS Regional Occupational Programs through Career Pathways (Metric: Number of Internships, CTE Enrollment, community survey)	1. Increase the number of pupils who are on track to graduate from VVUHS college and career ready	All	High Schools		1l. Maintain pupil internship opportunities through ROP while exploring the possibility of increasing opportunities for internships in the community	1l. Maintain and expand pupil internship opportunities through ROP	1l. Maintain and expand pupil internship opportunities through ROP	
M. Provide on campus, during the day interventions	1. Increase the number of	All pupils	All		1m. 6 FTE Intervention teachers to	1m. 6 FTE Intervention teachers to	1m. 6 FTE Intervention teachers to	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
for pupils (Metric: pupil and Master schedules, Grade reports, CAAASP data, suspension expulsion data)	pupils who are on track to graduate from VVUHSD college and career ready				work with at promise pupils	work with at promise pupils	work with at promise pupils	
A. Greater pupil Participation (Metric: dropout rates, chronic absenteeism rates. Student attendance data from Aeries, CAASPP data, A-G course success data, Reclassification data, student participation in county academic events, CTE)	2. Promote pupil engagement and achievement in a safe, respectful well maintained and equipped school learning environment	All pupils	All		2a. Greater pupil engagement as measured by participation in pupil event	2a. Greater pupil engagement as measured by participation in pupil event	2a. Greater pupil engagement as measured by participation in pupil event	Priorities 4.-Pupil Achievement 5.-Pupil Engagement 6.-School Climate 8.-Other Pupil Outcomes

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
enrollment)								
B. Increase pupil attendance rates which are currently below state average <i>(Metric:</i> CALPADS, monthly attendance data from Aeries, chronic absenteeism rates, student surveys)	2. Promote pupil engagement and achievement in a safe, respectful well maintained and equipped school learning environment	All pupils	All		2b. Establish pupil attendance baseline monitoring and increase by 2%	2b. Pupil attendance will increase by 3% over previous year	2b. Pupil attendance will increase by 4% over previous year	
C. Create On-campus suspension / intervention opportunities as alternative to at home suspension <i>(Metric:</i> Suspension reports from	2. Promote pupil engagement and achievement in a safe, respectful	All pupils	All		2c. Reduce the number of suspensions by 2.92%	c. Reduce the number of suspensions by 3% over previous year	2c. Reduce the number of suspensions by 3% over previous year	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Aeries, , School attendance data, CALPADS data) C. Decrease pupil suspension rates for all VVUHSD subgroups (suspension rates, truancy rates)	well maintained and equipped school learning environment							
D. Professional development opportunities for staff to meet CCSS curriculum demands (Metric: walk through data, teacher observation, teacher attendance at trainings SBAC Interim assessments and	2. Promote pupil engagement and achievement in a safe, respectful well maintained and equipped school learning	All pupils	All		2d. Pupils will receive high quality first instruction	2d. Pupils will receive high quality first instruction	2d. Pupils will receive high quality first instruction	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
CAASP data, EAP Test Results, Student information system data from Aeries, AP Exam results, district benchmarks, Title III AMAO 2, Reclassification data for EL Students)	environment							
E. Resources such as instructional materials and training on instructional strategies to increase pupil achievement <i>(Metric: walk throughs, classroom observations)</i>	2. Promote pupil engagement and achievement in a safe, respectful well maintained and equipped	All pupils	All		2e. Supplemental CCSS materials available for pupil use 2e. Teachers and pupils will have the necessary materials to engage in	2e. Supplemental CCSS materials available for pupil use 2e. Teachers and pupils will have the necessary materials to engage in	2e. Supplemental CCSS materials available for pupil use 2e. Teachers and pupils will have the necessary materials to	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
purchase orders and resource use in classrooms, API, CAASPP data, district assessments, student and staff surveys)	school learning environment				project-based learning	project-based learning	engage in project-based learning	
F. Opportunities for pupils to access counseling , provide parental assistance and exposure to the college experience (Metric: counseling logs, parent attendance at trainings, number of field trips, parent center usage and online parent contact with	2. Promote pupil engagement and achievement in a safe, respectful well maintained and equipped school learning environment	All pupils	All		2f. Monitor and establish baseline for university field trips 2f. Increased access to counseling staff as measured by number of direct support (4 yearly)	2f. Increase the number of university Field trips (minimum of one for each middle and comprehensive high school) 2f. Increased access to counseling staff as measured by number of direct support (5	2f. Increase the number of university Field trips (minimum of one for each middle and comprehensive high school) 2f. Increased access to	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
"Let's Talk", pupil surveys and forums feedback, AP enrollment A-G student data)						yearly)	counseling staff as measured by number of direct support (6 yearly)	
G. Technology for pupils and staff (Metric: ratio of devices to pupils and teacher access to laptops, student achievement data as measured by local online assessments in INSPECT and CAASPP data, API, Williams reports)	2. Promote pupil engagement and achievement in a safe, respectful well maintained and equipped school learning environment	All pupils	All		2g. Device to pupil ratio will decrease from 1:6 to 1:5 district-wide 2g. 50% of teachers will have laptops / devices for instructional use with pupils 2g. Pupils will take CAASPP interim and	2g. Device to pupil ratio will decrease from 1:5 to 1:3 district-wide 2g. 75% of teachers will have laptops/devices for instructional use with pupils 2g. Pupils will take CAASPP interim and	2g. Device to pupil ratio will decrease from 1:3 to 1:1 district-wide 2g. 100% of teachers will have laptops / tablets available for instructional use with pupils 2g. Pupils will	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					annual assessments at all sites for the fall of 2014 2g. Pupils will take online formative assessments using INSPECT	annual assessments 2g. Pupils will take online formative assessments using INSPECT	take CAASPP interim and annual assessments 2g. Pupils will take online formative assessments using INSPECT	
Modernize facilities and classrooms (Metric: Contracts and work orders, Healthy Kid surveys regarding facilities, student forum feedback and parent surveys, Williams reports)	2. Promote pupil engagement and achievement in a safe, respectful well maintained and equipped school	All pupils	All		2h. Pupils experience cleaner campuses as evidenced by survey	2h. Pupils experience cleaner campuses as evidenced by survey	2h. Pupils experience cleaner campuses as evidenced by survey	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
	learning environment							
I. Increase bandwidth and infrastructure (Metric: bandwidth increases and increased infrastructure, ease of testing on CAASP)	2. Promote pupil engagement and achievement in a safe, respectful well maintained and equipped school learning environment	All pupils	All		2i. Complete necessary improvements to bandwidth and infrastructure to enhance pupil access	2i. Maintain appropriate bandwidth for pupil access	2i. Maintain appropriate bandwidth for pupil access	
A. Increase parent attendance and involvement in DAC and DELAC (Metric: Attendance at district meetings,	3. Parents, families and the community will become more fully engaged	All pupils	All		3a. Establish a baseline for parental participation by creating a database	3a. Monitor parent attendance tied to an increase in pupil achievement	3a. Increased pupil achievement connected to parental involvement	1.-Basic Services 3.- Parent Involvement 4.-Pupil Achievement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
monitor student achievement data (CAASP)	as partners in educational services and policies					data		
B. Provide parents greater access to district resources and staff (Metric: Monitor Parent Center use and parent training attendance, monitor "Let's Talk" usage and website traffic, parent surveys, DELAC and DAC feedback, WASC interview data)	3. Parents, families and the community will become more fully engaged as partners in educational services and policies	All pupils	All		3b. Provide access to resources for parents through the Parent Center and the two way communication "Let's Talk"	3b. Provide access to resources for parents through the Parent Center and the two way communication "Let's Talk"	3b. Provide access to resources for parents through the Parent Center and the two way communication "Let's Talk"	
C. Increased involvement of parents (Metric: Meeting	3. Parents, families and the community	All pupils	All					

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
records, parent center usage, community forums, DELAC and SSC minutes, student achievement data from CAASP, parent surveys)	will become more fully engaged as partners in educational services and policies							
D. Increase the number of partnerships with businesses and organizations in the community (Metric: Monitor increases in relationships, monitor SSC minutes, DELAC minutes, parent surveys for increased awareness of the	3. Parents, families and the community will become more fully engaged as partners in educational services and policies	All pupils	All		3d. Establish new community and business partnerships to promote internship opportunities for pupils	3d. Pupils will enjoy increased opportunities for internships in the community	3d. Pupils will enjoy increased opportunities for internships in the community	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
community for student opportunities)								
E. Provide for greater access to district information for all parents (Metric: Track and monitor usage on Let's Talk, Williams reports)	3. Parents, families and the community will become more fully engaged as partners in educational services and policies	All pupils	All		3e. Establish baseline usage data for parent communications utilizing "Let's Talk"	3e. Increase in parental communication by 10% as monitored by "Let's Talk"	3e. Increase in parental communication by 10% as monitored by "Let's Talk"	

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the

goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16
1. Increase the number of pupils who are on track to graduate college and career ready	1.-Basic Services 2.- Implementation of the state standards 3.- Parent Involvement 4.-Pupil Achievement 5.-Pupil Engagement 6.-School Climate 7.-Course Access 8.-Other Pupil Outcomes	B. Provide ongoing professional development for teachers to align instructional practices to the CCSS	LEA-wide		B. Professional Development for ELA and Math teachers \$16,000 CCSS B. PD on Next Generation Science Standards for teachers \$10,000 CCSS	B. Professional Development for ELA and Math teachers \$25,000 Title I B. PD on Next Generation Science Standards for teachers \$5,000 Title I	B. Professional Development for ELA and Math teachers 16,000 Title I B. PD on Next Generation Science Standards for teachers \$5,000 Title I
1. Increase the number of pupils who		C. Provide – aligned instructional materials to	LEA-wide		C. Explore adoption of new mathematics	C. Pilot new mathematics adoption materials	C. Pilot new mathematics adoption materials

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16
are on track to graduate college and career ready		support classroom implementation of CCSS			materials		
1. Increase the number of pupils who are on track to graduate college and career ready		D. Provide Intervention teachers to assist at promise pupils	LEA-wide		D. Six FTE Intervention Teachers \$450,000 Title I	D. Six FTE Intervention Teachers \$450,000 Title I	D. Six FTE Intervention Teachers \$450,000 Title I
1. Increase the number of pupils who are on track to graduate college and career ready		E. Provide a Multi-tiered system of support for at promise pupils	LEA-wide		E. Explore Multi-tier system of support and train district leadership \$15,000 Title II	E. Training leadership in employing a Multi-tiered system of support \$15,000 Title II	E. Training teachers in employing a Multi-tiered system of support \$15,000 Title II

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16
1. Increase the number of pupils who are on track to graduate college and career ready		F. Provide job-embedded coaching support for the implementation of CCSS in both ELA and Math	LEA-wide		F. Employ 2 coordinators (Math and ELA) <i>\$190,000 Title I</i>	F. Employ 2 coordinators (Math and ELA) <i>\$190,000 Title I</i>	F. Employ 2 coordinators (Math and ELA) <i>\$190,000 Title I</i>
1. Increase the number of pupils who are on track to graduate college and career ready		G. Provide professional development for all counselors in the National Standards for Counseling Professionals	LEA-wide		G. PD for Counselors <i>\$15,000 Title I</i>	G. Provide PD support for Counselors <i>\$15,000 Title I</i>	G. Provide PD support for Counselors <i>\$15,000 Title I</i>
1. Increase the number of pupils who are on track to graduate college and career ready		H. Provide academic and career counseling to assist pupils	LEA-wide		H. 6 FTE Counseling positions <i>\$560,000 Title I</i> <i>One per site</i>	H. 6 FTE Counseling positions <i>\$560,000 Title I</i> <i>One per site</i>	H. 6 FTE Counseling positions <i>\$560,000 Title I</i> <i>One per site</i>
1. Increase the number		I. Administrators leadership	LEA-wide		I. Leadership training for	I. Leadership training for	I. Leadership training for

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16
of pupils who are on track to graduate college and career ready		training			administrators <i>\$15,000 Title II</i>	administrators <i>\$15,000 Title II</i>	administrators <i>\$15,000 Title II</i>
1. Increase the number of pupils who are on track to graduate college and career ready		J. Train cadre of teachers and administrators in utilizing writing and literacy skills in all disciplines to support pupils in A-G Courses	Various sites and district office		J. PD on CCSS Writing and Literacy Standards for content area teachers <i>\$74,320 CCSS</i>	J. PD on CCSS Writing and Literacy Standards for content area teachers <i>\$20,000 Title II</i>	J. Continued PD for CCSS Writing and Literacy standards <i>\$20,000 Title II</i>
1. Increase the number of pupils who are on track to graduate college and career ready		K. Ensure HS SPSA reflect inclusion of training for AP teachers to increase offers and improve pupil passing	LEA-wide		K. District will monitor SPSA 's to ensure AP learning opportunities are provided for teachers	K. District will monitor SPSA 's to ensure AP learning opportunities are provided for teachers	K. District will monitor SPSA 's to ensure AP learning opportunities are provided for teachers
1. Increase the number of pupils who		L. Provide electronic databases for increased access	LEA-wide		L. Expository Databases <i>\$27,000 Title I</i>	L. Expository Databases <i>\$27,000 Title I</i>	L. Expository Databases <i>\$27,000 Title I</i>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16
are on track to graduate college and career ready		to expository texts					
		M. Evaluate filter controls to increase pupil and teacher access to internet resources	LEA-wide		M. Using Technology Plan, annually review filter controls	M. Using Technology Plan, annually review filter controls	M. Using Technology Plan, annually review filter controls
1. Increase the number of pupils who are on track to graduate college and career ready		N. Provide necessary increases to infrastructure technology and bandwidth to prepare for CCSS and college readiness	LEA-wide		N. Infrastructure technology upgrades \$400,000 CCSS	N. Infrastructure technology upgrades \$200,000 General Fund Object 4XXX	N. Infrastructure technology upgrades \$200,000 General Fund Object 4XXX
1. Increase the number of pupils who are on track to graduate college and career		O. Purchase devices for pupil use during testing and in classrooms testing reducing ratio to 1:1	LEA-wide		O Devices for pupil use \$170,000 CCSS	O. Devices for pupil use \$150,000 General Fund Object 4XXX	O. Devices for pupil use \$150,000 General Fund Object 4XXX

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16
ready							
1. Increase the number of pupils who are on track to graduate college and career ready		P. Increase technical support for sites	LEA-wide		P. 2 FTE Technology Specialist III \$110,000 <i>General Fund Object 1XXX</i>	P. 2 FTE Technology Specialist III \$110,000 <i>General Fund Object 1XXX</i>	P. 2 FTE Technology Specialist III \$110,000 <i>General Fund Object 1XXX</i>
1. Increase the number of pupils who are on track to graduate college and career ready		Q. Purchase laptop computers for all teachers	LEA-wide		Q. Laptops purchase \$50,000 CCSS	Q. Laptops purchase (supported by sites)	Q. Laptops purchase (supported by sites)
1. Increase the number of pupils who are on track to graduate college and career ready		R. Release time for teachers to refine and improve district pacing guides in ELA and Math	LEA-wide		R. Release time for pacing guide refinement \$30,000 CCSS	R. Release time for pacing guide refinement \$5,000 <i>General Fund</i>	R. Release time for pacing guide refinement \$5,000 <i>General Fund</i>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16
1. Increase the number of pupils who are on track to graduate college and career ready		S. Provide teachers and pupils the necessary materials to engage in project-based learning (PBL) in A-G Courses	LEA-wide		S. Explore purchase of learning materials for A-G courses to increase pupil engagement and achievement <i>50,000 General Funds</i>	S. Purchase materials for A-G courses to increase pupil engagement and achievement <i>50,000 General Funds</i>	S. Purchase materials for A-G courses to increase pupil engagement and achievement <i>50,000 General Funds</i>
1. Increase the number of pupils who are on track to graduate college and career ready		T. Provide PD opportunities for differentiation of instruction to meeting the varied learning needs of all pupils in A-G Courses	LEA-wide		T. PD on Differentiation to meet diverse learners' needs <i>\$15,000 Title I</i>	T. PD on Differentiation to meet diverse learners' needs <i>\$15,000 Title I</i>	T. PD on Differentiation to meet diverse learners' needs <i>\$15,000 Title I</i>
1. Increase the number of pupils who are on track to graduate college and career ready		U. Purchase additional instructional materials to assist Moderate to Severely disabled access the CCSS	LEA-wide		U. Purchase additional instructional materials to assist Moderate to Severely disabled access the	U. Purchase additional instructional materials to assist Moderate to Severely disabled access the	U. Purchase additional instructional materials to assist Moderate to Severely disabled access the

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16
					CCSS	CCSS	CCSS
1. Increase the number of pupils who are on track to graduate college and career ready		V. Hold a FAFSA night for pupils and parents	High Schools			V. Teacher hourly to support FAFSA night <i>\$5,000 Title I</i>	V. Teacher hourly to support FAFSA night <i>\$5,000 Title I</i>
2. Promote pupil engagement and achievement in a safe, respectful well maintained and equipped school learning environment		A. Funding for pupil educational trips			A. Educational Study Trips <i>\$21,600 Title I</i>	A. Educational Study Trips <i>\$21,600 Title I</i>	A. Educational Study Trips <i>\$21,600 Title I</i>
2. Promote pupil engagement and	Priorities 4.-Pupil Achievement 5.-Pupil	B. Focus on pupil engagement in classroom with PD on CCSS ELA			B. Professional Development Cooperative Learning	B. Additional professional development for	B. Sustain implementation of pupil

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					LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16
achievement in a safe, respectful well maintained and equipped school learning environment	Engagement 6.-School Climate 8.-Other Pupil Outcomes	Speaking and Listening Anchor Standards			Strategies \$10,000 CCSS	pupil engagement strategies \$10,000 Title II	engagement strategies
2. Promote pupil engagement and achievement in a safe, respectful well maintained and equipped school learning environment		C. Expand PBIS to all sites			C. PBIS training for school staffs \$20,000 Title I	C. PBIS training for school staffs(two additional sites) \$20,000 Title I	C. PBIS training for school staffs(two additional sites) \$20,000 Title I
2. Promote pupil engagement and achievement		D. Create an improved SST process that focuses on intervention	LEA-wide		D. Implement new SST process and monitor pupil achievement	D. Continue SST process and modify as needed	D. Continue SST process and modify as needed

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16
in a safe, respectful well maintained and equipped school learning environment					impact		
2. Promote pupil engagement and achievement in a safe, respectful well maintained and equipped school learning environment		E. CWA workshops on suspensions, expulsions and other means of correction	LEA-wide		E. Monitor pupil suspensions / expulsions monthly	E. Monitor pupil suspensions / expulsions monthly	E. Monitor pupil suspensions / expulsions monthly
2. Promote pupil engagement and achievement in a safe,		F. Provide job-embedded coaching for Cooperative Learning strategies	LEA-wide		F. ELA / Math Coordinators provide coaching on cooperative learning	F. ELA / Math Coordinators provide coaching on cooperative learning	F. ELA / Math Coordinators provide coaching on cooperative learning

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					LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16
respectful well maintained and equipped school learning environment					strategies	strategies	strategies
2. Promote pupil engagement and achievement in a safe, respectful well maintained and equipped school learning environment		G. Conduct walkthroughs to monitor implementation of Cooperative Learning strategies in classrooms district-wide	LEA-wide		G. District and site administrators monitor implementation of cooperative learning strategies in classrooms	G. District and site administrators monitor implementation of cooperative learning strategies in classrooms	G. District and site administrators monitor implementation of cooperative learning strategies in classrooms
2. Promote pupil engagement and achievement in a safe, respectful		H. Monitor Suspension and expulsion rates	LEA-wide		H. Monitor pupil suspensions / expulsions monthly and include data discussion in	H. Monitor pupil suspensions / expulsions monthly and include data discussion in	H. Monitor pupil suspensions / expulsions monthly and include data discussion in

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					LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16
well maintained and equipped school learning environment					monthly Ed Services meeting	monthly Ed Services meeting	monthly Ed Services meeting
2. Promote pupil engagement and achievement in a safe, respectful well maintained and equipped school learning environment		I. Evaluate district internet filter controls to increase pupil and teacher access to internet resources	LEA-wide		I. Re-write the district Technology Plan to reflect changing internet access needs	I. Monitor the district Technology Plan to reflect changing internet access needs	I. Monitor the district Technology Plan to reflect changing internet access needs
2. Promote pupil engagement and achievement in a safe, respectful well		J. Conduct pupil forum to monitor pupil engagement	LEA-wide		J. Conduct pupil forums	J. Conduct pupil forums	J. Conduct pupil forums

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16
maintained and equipped school learning environment							
2. Promote pupil engagement and achievement in a safe, respectful well maintained and equipped school learning environment		K. Continue partnership with GAS TO GO TO CLASS with Victorville Motors	LEA-wide		K. Continue partnership with GAS TO GO TO CLASS	K. Continue partnership with GAS TO GO TO CLASS	K. Continue partnership with GAS TO GO TO CLASS
2. Promote pupil engagement and achievement in a safe, respectful well maintained		L. Provide training and support to move to a behavior support model for discipline	LEA-wide		L. PD for Behavior Support model \$15,000 Title II	L. PD for Behavior Support model \$15,000 Title II	L. PD for Behavior Support model \$15,000 Title II

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					LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16
and equipped school learning environment							
3. Parents, families and the community will become more fully engaged as partners in educational services and policy	1.-Basic Services 3.- Parent Involvement 4.-Pupil Achievement	A. Employ a Community Engagement Consultant to facilitate an increase in school to home communication	LEA-wide		A. Community Engagement Consultant \$68,000 General Funds Object 58XX	A. Community Engagement Consultant \$68,000 General Funds Object 58XX	A. Community Engagement Consultant \$68,000 General Funds Object 58XX
3. Parents, families and the community will become more fully engaged as partners in educational services and policy		B. Hold community forums to discuss LCAP progress and seek additional input	LEA-wide		B. Hold four community forums annually	B. Hold four community forums annually	B. Hold four community forums annually
		C. Increase communication	LEA-wide		C. Train Media Specialist to	C. Monitor Teacher, pupil	C. Monitor Teacher, pupil

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16
		regarding pupil achievement between home and school opening Parent Portal on School City data base			assist sites with full use of School City portals	and parent use of portals on School City	and parent use of portals on School City
		D. Establish an effective two-way communication portal for VVUHSD to monitor the pulse of our community while giving parents, teachers, staff, pupils and community members a 24/7 channel for ideas, questions, concerns and praise through community	LEA-wide		D. Purchase <i>electronic media</i> for two-way communication \$23,000 <i>General fund</i> 58XX	D. Contract for <i>electronic media</i> for two-way communication \$23,000 <i>General fund</i> 58XX	D. Contract for <i>electronic media</i> for two-way communication \$23,000 <i>General fund</i> 58XX
3. Parents, families and the community will become		E. Open a Parent Center at the District Office	LEA-wide		E. Parent Center opening \$40,000 <i>General</i>	E. Maintain Parent Center \$8,000 <i>General Fund</i>	E. Maintain Parent Center \$8,000 <i>General Fund</i>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16
more fully engaged as partners in educational services and policy					<i>Fund Object 43XX</i> <i>E. Parent Institute Classes \$8,000 General Fund</i>	<i>Object 52XX</i> <i>E. Parent Institute Classes \$8,000 General Fund</i>	<i>Object 52XX</i> <i>E. Parent Institute Classes \$8,000 General Fund</i>
3. Parents, families and the community will become more fully engaged as partners in educational services and policy		F. Encourage parents attending meetings, both educational and informational at school sites, video community forums and post to district website	LEA-wide		F. Childcare \$2,000 General Fund Object 43XX	F. Childcare \$2,000 General Fund Object 43XX	F. Childcare \$2,000 General Fund Object 43XX
3. Parents, families and the community will become more fully engaged as partners in educational		G. Conduct an annual survey of parents to reassess needs and priorities	LEA-wide		G. Conduct Survey and reassess district needs and priorities	G. Conduct Survey and reassess district needs and priorities	G. Conduct Survey and reassess district needs and priorities

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16
services and policy							

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16
1. Increase the number of pupils who are on track to graduate college and career ready	1.-Basic Services 2.- Implementation of the state standards 3.- Parent Involvement 4.-Pupil Achievement 5.-Pupil Engagement 6.-School Climate 7.-Course Access 8.-Other Pupil Outcomes	For low income pupils: School sites were allocated funds based on the number of pupils receiving free or reduced lunch. In addition to the funds noted for all pupils in Section 3A school sites will utilize allocations for low income pupils for the following actions:					
1. Increase the number of pupils		1A. Provide additional support for low income,	High Schools		1A.Maintain current and explore new	1A. Purchase credit recovery program and	1A. Monitor credit recovery program and

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16
who are on track to graduate college and career ready		at promise pupils at the high school sites			credit recovery programs that might be better suited for low income students <i>\$107,000 Title I</i>	monitor pupil data <i>\$107,000 Title I</i>	monitor pupil data <i>\$107,000 Title I</i>
1. Increase the number of pupils who are on track to graduate college and career ready		1B. Provide a Bridge Program for identified incoming low income at promise pupils (Grade 7) at middle schools during summer	Middle Schools		1B. Bridge Program at Middle Schools <i>Title I</i> <i>\$36,000.00</i> <i>(New Service)</i>	1B. Bridge Program at Middle Schools <i>Title I</i> <i>\$36,000.00</i>	1B. Bridge Program at Middle Schools <i>Title I</i> <i>\$36,000.00</i>
1. Increase the number of pupils who are on track to graduate college and career ready		1C. Provide a Bridge Program for identified incoming low income at promise pupils (Grade 9) at Comprehensive HS	High Schools		1C. Bridge Program at High Schools <i>Title I</i> <i>\$36,000</i> <i>(New Service)</i>	1C. Bridge Program at High Schools <i>Title I</i> <i>\$36,000</i>	1C. Bridge Program at High Schools <i>Title I</i> <i>\$36,000</i>
1. Increase the number of pupils		1D. Institute weekly teacher collaboration time	LEA-wide		1D. Explore avenues to increase	1D. Implement increased teacher	1D. Monitor pupil outcomes based on

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					LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16
who are on track to graduate college and career ready		to promote greater pupil achievement			teacher collaboration to focus on pupil achievement <i>(New Service)</i>	collaboration focused on pupil achievement	increased collaboration time
1. Increase the number of pupils who are on track to graduate college and career ready		1E. Institute an intervention as an additional support for students' academic needs period as a pilot at various sites	LEA-wide		1E. Institute an intervention period as a pilot at various sites <i>(New Service)</i>	1E. Refine and expand the intervention period based on pupil achievement data	1E. Refine and expand the intervention period based on pupil achievement data
1. Increase the number of pupils who are on track to graduate college and career ready		1F. Each site will create a data wall for the monitoring of low income at promise learners	LEA-wide		1F. Monitor data wall usage at sites <i>(New Service)</i>	1F. Monitor data wall usage at sites	1F. Monitor data wall usage at sites

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					LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16
1. Increase the number of pupils who are on track to graduate college and career ready		For English learners: In addition to the funding noted above in Section 3A, the district and schools will use allocations for English Learner pupils for the following actions:					
1. Increase the number of pupils who are on		3A. Employ an EL Coordinator To specifically support ELD	LEA-wide		3A. EL Coordinator \$90,000 Title I (New Service)	3A. EL Coordinator \$90,000 Title I	3A. EL Coordinator \$90,000 Title I

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					LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16
track to graduate college and career ready		district-wide and the CCSS ELA and content areas (specifically Academic Language development). The coordinator will also work to supervise and guide the work of site EL Coordinators			3A. Continue use of site EL coordinators \$640 each General Funds 4760	3A. Continue use of site EL coordinators \$640 each General Funds 4760.	3A. Continue use of site EL coordinators \$640 each General Funds 4760
1. Increase the number of pupils who are on track to graduate college and career ready		3C. Professional Development for assisting English Learners in accessing CCSS ELA and Math (such as Kate Kinsella) and content areas			3C. PD For ELA / Math teachers \$20,000 Title I (New Service)	3C. PD for Science/ Social Science teachers \$20,000 Title I	3C. 3C. PD for teachers of EL pupils \$20,000 Title I
1. Increase the number of pupils who are on track to graduate college and		3D. Sustain CCSS training for parents of ELAC and DELAC	LEA-wide		3D. Parent attendance at CABE and other trainings \$15,000 General Fund 52XX	3D. Parent attendance at CABE and other trainings \$15,000 General Fund 52XX	3D. Parent attendance at CABE and other trainings \$15,000 General Fund 52XX

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
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career ready 3. Parents, families and the community will become more fully engaged as partners in educational services and policy					<i>(New Service)</i>		
1. Increase the number of pupils who are on track to graduate college and career ready		3F. Improve the rate of reclassification of EL Pupils by 2% annually	LEA-wide		3F. Monitor EL pupil achievement at grading intervals for intervention and reclassification by Intervention Counselors (Cost for intervention counselors is listed in Section 3A) <i>(New Service)</i>	3F. Monitor EL pupil achievement at grading intervals for intervention and reclassification by Intervention Counselors	3F. Monitor EL pupil achievement at grading intervals for intervention and reclassification by Intervention Counselors
1. Increase		3G. Provide EL	LEA-wide		3G. Provide EL	3G. Provide EL	3G. Provide EL

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
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the number of pupils who are on track to graduate college and career ready		afterschool and Saturday academies to assist at promise EL Pupils			afterschool and Saturday academies \$15,000 General Fund 52XX (New Service)	afterschool and Saturday academies \$15,000 General Fund 52XX	afterschool and Saturday academies \$15,000 General Fund 52XX
1. Increase the number of pupils who are on track to graduate college and career ready 3. Parents, families and the community will become more fully engaged as partners in educational services and policy	1.-Basic Services 2.- Implementation of the state standards 3.- Parent Involvement 4.-Pupil Achievement 5.-Pupil Engagement 6.-School Climate 7.-Course Access 8.-Other Pupil Outcomes 1.-Basic Services 3.- Parent Involvement 4.-Pupil Achievement	3H. Parent training to assist families in aiding their children to achieve academically and in gaining access to and understanding the public school system and the higher education system	LEA-wide		3H. Provide trainings for parents (part of the classes offered at the Parent Center – See Goal 2) to assist parents in understanding our public school system (New Service)	3H. Provide trainings for parents (part of the classes offered at the Parent Center – See Goal 2) to assist parents in understanding our public school system	3H. Provide trainings for parents (part of the classes offered at the Parent Center – See Goal 2) to assist parents in understanding our public school system

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
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		For foster youth: In addition to the funding noted above in Section 3A for all pupils, the district and schools will use allocations for Foster Youth pupils for the following actions:					
<p>1. Increase the number of pupils who are on track to graduate college and career ready</p> <p>3. Parents, families and the community will become more fully engaged as partners in educational services and</p>	<p>1.-Basic Services</p> <p>2.- Implementation of the state standards</p> <p>3.- Parent Involvement</p> <p>4.-Pupil Achievement</p> <p>5.-Pupil Engagement</p> <p>6.-School Climate</p> <p>7.-Course Access</p> <p>8.-Other Pupil Outcomes</p> <p>1.-Basic Services</p> <p>3.- Parent</p>	<p>3A.Ensure Foster Youth District liaison has adequate training, knowledge, time and resources to carry out responsibilities (Ed. Code 48853.5) to reduce the effects of mobility for our foster youth</p>	LEA-wide		<p>3A. Training and conference for CWA Coordinator/ Enrollment manager \$2,500 General Funds 43XX (New Service)</p>	<p>3A. Training and conference for CWA Coordinator/ Enrollment manager \$2,500 General Funds 43XX</p>	<p>3A. Training and conference for CWA Coordinator/ Enrollment manager \$2,500 General Funds 43XX</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
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policy	Involvement 4.-Pupil Achievement						
1. Increase the number of pupils who are on track to graduate college and career ready	1.-Basic Services 2.- Implementation of the state standards 3.- Parent Involvement 4.-Pupil Achievement 5.-Pupil Engagement 6.-School Climate 7.-Course Access 8.-Other Pupil Outcomes	3B. Professional Development on homeless and foster youth provided by SBCSS	Lea-wide		3B. Training materials and hourly pay for clerical staff \$2,500 General Funds 43XX (New Service)	3B. Training materials and hourly pay for clerical staff \$2,500 General Funds 43XX	3B. Training materials and hourly pay for clerical staff \$2,500 General Funds 43XX
1. Increase the number of pupils who are on track to graduate college and career ready 2. Promote pupil engagement and	1.-Basic Services 2.- Implementation of the state standards 3.- Parent Involvement 4.-Pupil Achievement 5.-Pupil Engagement 6.-School Climate	3C. Assist foster youth with school engagement (funds for sports and extracurricular activities)	LEA-wide		3C. Youth school activities \$5,000 General Funds 43XX (New Service)	3C. Youth school activities \$5,000 General Funds 43XX	3C. Youth school activities \$5,000 General Funds 43XX

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achievement in a safe, respectful well maintained and equipped school learning environment	7.-Course Access 8.-Other Pupil Outcomes Priorities 4.-Pupil Achievement 5.-Pupil Engagement 6.-School Climate 8.-Other Pupil Outcomes						
1. Increase the number of pupils who are on track to graduate college and career ready	1.-Basic Services 2.- Implementation of the state standards 3.- Parent Involvement 4.-Pupil Achievement 5.-Pupil Engagement 6.-School Climate 7.-Course Access 8.-Other Pupil Outcomes	3D. Provide Foster Youth with needed school supplies upon identification	LEA-wide		3D. Utilize existing supports at the Central Enrollment center to also provide for Foster Youth (<i>New Service</i>)	3D. Utilize existing supports at the Central Enrollment center to also provide for Foster Youth	3D. Utilize existing supports at the Central Enrollment center to also provide for Foster Youth

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16
<p>1. Increase the number of pupils who are on track to graduate college and career ready</p> <p>3. Parents, families and the community will become more fully engaged as partners in educational services and policy</p>	<p>1.-Basic Services 2.- Implementation of the state standards 3.- Parent Involvement 4.-Pupil Achievement 5.-Pupil Engagement 6.-School Climate 7.-Course Access 8.-Other Pupil Outcomes</p> <p>1.-Basic Services 3.- Parent Involvement 4.-Pupil Achievement</p>	<p>3E. Improve communication to foster youth guardians</p>			<p>3E. Ensure that Foster Youth Contact information remains current in the district systems in order to ensure better communication and assign one counselor at each site to monitor the students needs <i>(New Service)</i></p>	<p>3E. Ensure that Foster Youth Contact information remains current in the district systems in order to ensure better communication and assign one counselor at each site to monitor the students needs</p>	<p>3E. Ensure that Foster Youth Contact information remains current in the district systems in order to ensure better communication and assign one counselor at each site to monitor the students needs</p>
<p>1. Increase the number of pupils who are on track to graduate college and career ready</p> <p>3. Parents,</p>	<p>1.-Basic Services 2.- Implementation of the state standards 3.- Parent Involvement 4.-Pupil Achievement</p>	<p>3F. Create, maintain and update a database for foster youth contact information</p>	LEA-wide		<p>3F. Central Enrollment will create and maintain a database for Foster Youth information <i>(New Service)</i></p>	<p>3F. Central Enrollment will maintain a database for Foster Youth information</p>	<p>3F. Central Enrollment will maintain a database for Foster Youth information</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16
families and the community will become more fully engaged as partners in educational services and policy	5.-Pupil Engagement 6.-School Climate 7.-Course Access 8.-Other Pupil Outcomes 1.-Basic Services 3.- Parent Involvement 4.-Pupil Achievement						
		For redesignated fluent English proficient (R-FEP) pupils: In addition to the funding noted above in Section 3A for all pupils, the district and schools will use allocations for R-FEP pupils for the following actions:					
1. Increase the number	1.-Basic Services 2.-	3A. Closely monitor R-FEP	LEA-wide		3A. EL Coordinator	3A. EL Coordinator	3A. EL Coordinator

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16
of pupils who are on track to graduate college and career ready 3. Parents, families and the community will become more fully engaged as partners in educational services and policy	Implementation of the state standards 3.- Parent Involvement 4.-Pupil Achievement 5.-Pupil Engagement 6.-School Climate 7.-Course Access 8.-Other Pupil Outcomes 1.-Basic Services 3.- Parent Involvement 4.-Pupil Achievement	pupil achievement at 6, 12, 18 and 24 month intervals to replace current practices			will work with site EL coordinators to monitor R-FEP pupils four times during a two year period <i>(New Service)</i>	will work with site EL coordinators to monitor R-FEP pupils four times during a two year period	will work with site EL coordinators to monitor R-FEP pupils four times during a two year period
1. Increase the number of pupils who are on track to graduate college and career ready 3. Parents, families and the	1.-Basic Services 2.- Implementation of the state standards 3.- Parent Involvement 4.-Pupil Achievement 5.-Pupil Engagement	3B. Increase and improve parent communication and support to parents of R-FEP academic struggles	School-wide		3B. Provide EL afterschool and Saturday academies open to R-FEP pupils <i>(New Service)</i>	3B. Provide EL afterschool and Saturday academies open to R-FEP pupils	3B. Provide EL afterschool and Saturday academies open to R-FEP pupils

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2013-14	Year 2: 2014-15	Year 3: 2015-16
community will become more fully engaged as partners in educational services and policy	6.-School Climate 7.-Course Access 8.-Other Pupil Outcomes 1.-Basic Services 3.- Parent Involvement 4.-Pupil Achievement						
1. Increase the number of pupils who are on track to graduate college and career ready	1.-Basic Services 2.- Implementation of the state standards 3.- Parent Involvement 4.-Pupil Achievement 5.-Pupil Engagement 6.-School Climate 7.-Course Access 8.-Other Pupil Outcomes	3C. Intervention Counselors conduct academic chats after administration of CAHSEE for R-FEPS who did not maintain proficiency	LEA-wide		3C.Site EL coordinators provide pupil achievement data for R-FEPS to Intervention Counselors (Cost for intervention counselors is listed in Section 3A)	3C.Site EL coordinators provide pupil achievement data for R-FEPS to Intervention Counselors (Cost for intervention counselors is listed in Section 3A)	3C.Site EL coordinators provide pupil achievement data for R-FEPS to Intervention Counselors (Cost for intervention counselors is listed in Section 3A)

- C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

Victor Valley Union High School District believes that a strong instructional program should be the entry point for supporting all pupils, especially those at promise pupils. For this reason, VVUHSD has chosen to use the majority of its proportionate share of the total LCFF increase, \$7,850,265 for the 2014-15 LCAP year to strengthen core instructional programs. Resources will be focused primarily on professional development in Common Core for teachers, materials and resources to support the implementation of Common Core, increased technology infrastructure aligned with Common Core, strengthen parent and community involvement, services to support the academic, and social and emotional well-being of foster youth, professional development opportunities to support the implementation of the new English Language Development standards and foster greater achievement for our English Learner pupils. A complete and detailed explanation of resources can be found in Section 3A and 3B of this document.

For the LCAP year 2014-2015, Victor Valley Union High School District is providing the following services district-wide:

Intervention Counselors

Intervention teachers

Professional Development in CCSS for English Language Arts and Mathematics

Professional Development in Next Generation Science Standards

Professional development on Differentiation of instruction

Pupil Engagement Professional Development for teachers

Professional Development in Literacy – Writing across content areas for teachers

Increased materials and resources for pupil instruction related to the Common Core
Exploration of a multi-tiered system of support
Professional Development for Counselors
Staffing to strengthen instructional support for sites and teachers in the implementation of the CCSS and ELD Standards
Alignment of district leadership to support sites
Community Engagement consultant
Parent Center establishment
Parent training
Community and pupil forums
Increased communication with parents
Technology Infrastructure improvements
Reduction pupil to device ratio
In-depth analysis of pupil attendance and suspension / expulsion data

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

Currently in Victor Valley Union High School District, the increase in proportionality for English Learners, Low Income pupils and Foster Youth is 11.73% in the 14-15 LCAP year. In order to ensure equity, VVUHSD recognizes the need to improve and expand services for our most at-risk youth. The actions described in Section 3B go above and beyond the proportionality requirement for the district. In accord with VVUHSD's core vision and goals, the following actions and services have been designed specifically to increase achievement for English Learners, Low Income pupils and Foster Youth. The district will focus energy and resources in three key areas that collectively address the eight LCAP priorities:

Low Income Pupil Support:

- A new Bridge Program in grades 7 and 9 to target early low income students transitioning into these grades.
- VVUHSD will explore intervention supports during the school day that are better designed to meet the learning needs of these students
- New District ELA/ Mathematics Intervention Coordinators to increase support and contact with the teachers of low income students, assist with pacing guides and train instructional strategies. Job-embedded coaching is a new addition to support the teachers. District leadership and oversight is provided by the coaches and their work with teachers.
- Additional new Counseling support provided at every site to work with our low income at risk students on a one to one basis.

English Learners and R-FEP Pupil Support:

- A new District EL Coordinator to oversee the program and monitor EL student data (A new person is employed for the sole purpose of supporting EL students and their parents and teachers)
- Site EL Coordinators provided a list of responsibilities and coordinated from the district level (delineation of roles and responsibilities and coordination of site support are improvements)
- ELD standards professional development will be provided for ELD and ELA teachers (New training and it will improve the quality of instruction provided to our EL students)
- New Saturday Academies for our LTEL students, particularly to build academic language, is planned as a way to better serve these students needs

- Additional Counseling support for RFEPs that have not maintained academic proficiency will be provided. This is a new service.
- New parent training and conferences for parents of our English Learners offer opportunities to assist their children. This is currently not being provided.

Foster Youth Support:

- Identification and initial support for Foster youth will improve the service we are able to provide for foster youth. This will be a new service for VVUHSD.
- Training for staff to serve the needs of the pupils will improve the service we are able to provide for foster youth. This will be a new service for VVUHSD.
- Support for Foster youth engagement with school activities will increase foster youths opportunities to be a greater part of their school community. This will be a new service for VVUHSD.
- Creating a monitoring system to ensure Foster Youth are being supported. This will be a new service for VVUHSD.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

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Victor Valley Union High School District (VVUHSD) will seek to increase academic achievement through positive classroom experiences that encourage students to make sound decisions and solve problems as productive citizens of our community and a global society.

We are an ethnically, culturally and economically diverse district that has faced challenges and will continue to face ever-changing demands. Students are the reason the district exists. They are the driving consideration in our definitions and understandings of quality and good service. We believe whole-heartedly in the capacity and leadership of our site administrators and their leadership teams. We support site staff and seek to offer the highest quality of professional development to assist sites through the curriculum demands and changes that California Common Core State Standards has brought to the classroom. We believe strongly that our educational staff is our most valuable resource in meeting the needs of our students. We will equip them with the knowledge, training and materials to provide high quality first instruction. Additionally, we will provide resources, programs and support staff to intervene on behalf of students needing additional assistance.

As a district, we contribute to the establishment of a district culture and school climate that promotes equal access to rigorous curriculum and educational challenges in a safe environment. This will lay the foundation for our students to possess the knowledge and applied skills to seek a future of their choice in either college or career. More importantly, we are committed to ensuring that the same knowledge and skills sets serve our students well in the communities and global markets in which they will live and work.

VVUHSD commits to the implementation of research-based strategies to reach all of our learners, their parents and their communities. We carefully examine data to inform our decisions in light of the continuous cycle of improvement. We seek input from our shareholders to ensure that the needs of our community are being met through a transparent process that invites and welcomes input from all stakeholders.

Our commitment to all students' achievement leads us to embrace support and intervention strategies that are as unique as our varied sites and our different significant sub-groups. We closely monitor student achievement to provide strategies and programs that assist in closing the achievement gap. We gladly embrace the concept of parent involvement and parent engagement in delivering educational services to our students and their diverse communities.

VVUHSD leadership is committed to modeling what our students will need to possess in order to be successful when they enter their careers or post-secondary studies. We will focus on the four "C's": Collaboration, Communication, Critical Thinking and Creativity, as we move forward in the implementation of the Local Control Accountability Plan. All stakeholders, to include administrators, certificated and classified unit members, parents, students and community members, will work together collaboratively to identify our needs. We will communicate the results of our collaboration through multi-media and our Local Control Accountability Plan will embody the discussions. We involve parents, teachers

and our business partners to critically change course as data and challenges demand. Lastly, we will tap the potential of all of our stakeholders to assist us in creatively meeting the evolving needs of the students that we serve.

**Victor Valley Union High School District
LCAP Advisory Committee
Needs Assessment Summary
Date: February 19, 2014**

State Priority Areas	Number of Votes	Priority Rating
1. Williams Settlement	3	5
Modernize technology to meet the testing standards to meet testing standards and student and staff needs.		
Materials for differentiated instruction		
Modernize facilities		
2. Common Core State Standards and Performance Standards	16	1
We need professional development for Common Core in math and ELA to effectively transition to Common Core.		
With the Common (Core) technology demand, we need to increase technology on campus, including necessary bandwidth capacity.		
In order to develop cross curricular projects in an increasingly project-based environment, we need the supplies to do kinesthetic activities that increase conceptual knowledge.		
3. Parent Involvement	10	4
Safety (physical and emotional)		
Academics (A-G/College Readiness, Career Readiness, Special Needs Access)		
Leader In Me (Life Skills – now & future, Pride in School, Community, and Home, Student Voice Matters/Empowerment)		
4. Pupil Achievement	3	5
Increase proficiency rates starting in Algebra I and all math courses to follow		
Increase proficiency rates in ELA with focus on subgroup achievement		

Greater focus on student achievement in non-traditional areas including CTE, AP, SAT, ACT, and EAP.		
5. Pupil Engagement	16	1
Students should feel safe, enjoy their class, and coming to school.		
They should be encouraged to do their best.		
(There needs to be more support for) managing misbehaving students.		
6. School Climate	15	3
We could benefit from other means of correction.		
In-school suspension (on-campus interventions)		
Suspensions & expulsions need to continue to decrease.		
7. Student Access		
Support & intervention services		
Working with home/family		
Career & College Readiness preparation (transition for all students)		
8. Pupil Outcomes	1	6
Standard scores on subject test		
Consistency		
Limited growth in scores		

Actions and Services from Goal 1 Increase the number of pupils who are on track to graduate college and career ready	Timing Year 1 2014-2015 Year 2 2015-2016 Year 3 2016-2017
1. Pupils have classroom experience that provides a bridge to workforce readiness	Check all that apply: <input checked="" type="checkbox"/> Defer to a future planning cycle <input type="checkbox"/> Defer to Year 2 or 3
2. Reinstate Work Experience program	Check all that apply: <input checked="" type="checkbox"/> Defer to a future planning cycle <input type="checkbox"/> Defer to Year 2 or 3
3. 3 FTE Work Experience teachers	Check all that apply: <input checked="" type="checkbox"/> Defer to a future planning cycle <input type="checkbox"/> Defer to Year 2 or 3
4. Provide on-going professional development for para-professionals related to CCSS	Check all that apply: <input checked="" type="checkbox"/> Defer to a future planning cycle <input checked="" type="checkbox"/> Defer to Year 2 or 3
5. Training for Para-professionals in CCSS	Check all that apply: <input checked="" type="checkbox"/> Defer to a future planning cycle <input checked="" type="checkbox"/> Defer to Year 2 or 3
6. Re-develop a strong transition program to assist SPED pupils in transitioning from High School	Check all that apply: <input checked="" type="checkbox"/> Defer to a future planning cycle <input type="checkbox"/> Defer to Year 2 or 3
7. Employ Vocational Specialist for <i>transition</i> program	Check all that apply: <input checked="" type="checkbox"/> Defer to a future planning cycle <input type="checkbox"/> Defer to Year 2 or 3
8. Increase workday for Special Education Instructional Assistants	Check all that apply: <input checked="" type="checkbox"/> Defer to a future planning cycle <input checked="" type="checkbox"/> Defer to Year 2 or 3

Action and Services from Goal 2 Promote pupil engagement and achievement in a safe, respectful well maintained and equipped school learning environment	Timing Year 1 2014-2015 Year 2 2015-2016 Year 3 2016-2017
1. Implement Music programs at all sites	Check all that apply: <input checked="" type="checkbox"/> Defer to a future planning cycle <input type="checkbox"/> Defer to Year 2 or 3
2. Employ 7 FTE Music teachers	Check all that apply: <input checked="" type="checkbox"/> Defer to a future planning cycle <input type="checkbox"/> Defer to Year 2 or 3
3. Reduce ratio of campus security from 300:1 to 250:1	Check all that apply: <input checked="" type="checkbox"/> Defer to a future planning cycle <input checked="" type="checkbox"/> Defer to Year 2 or 3
4. Employ FTE Campus Security	Check all that apply: <input checked="" type="checkbox"/> Defer to a future planning cycle <input type="checkbox"/> Defer to Year 2 or 3
5. Employ an increase custodial staffing	Check all that apply: <input checked="" type="checkbox"/> Defer to a future planning cycle <input type="checkbox"/> Defer to Year 2 or 3
6. Employ an Intervention Psychologist	Check all that apply: <input checked="" type="checkbox"/> Defer to a future planning cycle <input type="checkbox"/> Defer to Year 2 or 3
7. Increase art course offerings	Check all that apply: <input checked="" type="checkbox"/> Defer to a future planning cycle <input type="checkbox"/> Defer to Year 2 or 3
8. Employ a career technician for each site	Check all that apply: <input checked="" type="checkbox"/> Defer to a future planning cycle <input type="checkbox"/> Defer to Year 2 or 3

Actions and Services from Goal 3 Parents, families and the community will become more fully engaged as partners in educational services and policy	Timing Year 1 2014-2015 Year 2 2015-2016 Year 3 2016-2017
1. Provide a receptionist at sites	Check all that apply: <input checked="" type="checkbox"/> Defer to a future planning cycle <input type="checkbox"/> Defer to Year 2 or 3
2. Expand Adult Education	Check all that apply: <input type="checkbox"/> Defer to a future planning cycle <input checked="" type="checkbox"/> Defer to Year 2 or 3
3.	Check all that apply: <input type="checkbox"/> Defer to a future planning cycle <input type="checkbox"/> Defer to Year 2 or 3
4.	Check all that apply: <input type="checkbox"/> Defer to a future planning cycle <input type="checkbox"/> Defer to Year 2 or 3
5.	Check all that apply: <input type="checkbox"/> Defer to a future planning cycle <input type="checkbox"/> Defer to Year 2 or 3
6.	Check all that apply: <input type="checkbox"/> Defer to a future planning cycle <input type="checkbox"/> Defer to Year 2 or 3
7.	Check all that apply: <input type="checkbox"/> Defer to a future planning cycle <input type="checkbox"/> Defer to Year 2 or 3
8	Check all that apply: <input type="checkbox"/> Defer to a future planning cycle <input type="checkbox"/> Defer to Year 2 or 3