

Introduction:

LEA: Victor Valley Union High School District Contact: Ron Williams, Superintendent, rwilliams@vvhhsd.org, 760-955-3201 ext 10201 LCAP Year: 2015-16

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
<p>October 8, 2014 Student Forum VVHS October 14, 2014 Student Forum LLA October 27, 2014 Walk Through AHS October 28, 2014 Walk Through SHS October 29, 2014 Walk Through HJH October 30, 2014 CIMS November 6, 2014 Walk Through UP November 10, 2014 SHS November 12, 2014 CIMS November 18, 2014 UP November 20, 2014 Board of Trustee LCAP Presentation December 4, 2014 Walk Through VVHS December 9, 2014 Hook December 11 Walk Through LLA December 16, 2014 Walk Through Hook January 12, 2015 LCAP Design team Meeting January 15, 2015 ELAC Parent Meeting January 20, 2015 Student Forum AHS January 27, 2015 Parent and Community Engagement Forum January 29, 2015 LCAP Design team Meeting February 3, 2015 Parent and Community Engagement Forum February 5, 2015 Board of Trustee Presentation February 9, 2015 LCAP Design team Meeting February 10, 2015b Parent and Community Engagement Forum February 17, 2015 Parent and Community Engagement Forum February 19, 2015 LCAP Design team Meeting February 24, 2015 Parent and Community Engagement Forum March 2, 2015 LCAP Design team Meeting</p>	<p>VVUHSD conducted a series of site visits to determine if the professional learning opportunities offered for our leadership and teachers was taking root in classroom instruction. After the first round of walk through visits, district leadership reviewed the findings to determine what areas for improvement remained. We did not see consistent use of 6+1 Traits of Writing. We also did not see high levels of student engagement. We determined to move forward with a new walk through template that identified new set of parameters. Specifically, we created a template that measured our progress against four of the eight state priorities (2, 4, 5, and 8). As a result of the changes; we were able to provide more targeted feedback to sites regarding progress in the identified areas. Teacher feedback from the district Professional Learning Committee echoed the same general idea. The Committee recommended that we revisit Kagan Cooperative Learning and 6+1 Traits of Writing prior to the start of the 2015-16 school year.</p> <p>New ideas have been generated from the series of meetings. Parent meetings and surveys indicate that parents are pleased with the academic offerings of our sites. They would like to see better relationships between students and teachers. This was also echoed by the student surveys and student forums held at each site. We conducted a Carousel activity with both students and parents to get informal feedback. The information was captured and shared with each of the sites. In addition, we conducted a Google survey for students and parents. The first portion of the survey was designed to identify if the general sentiment was that VVUHSD was providing a quality education that will lead to career and college ready students. On this element, students and parents agreed. Students and parents alike saw a need to improve the</p>

<p>March 3, 2015 Parent and Community Engagement Forum March 10, 2015 Parent and Community Engagement Forum March 12, 2015 LCAP Design team Meeting March 13, 2015 LCAP Walk Through Silverado March 16, 2015 LCAP Walk Through Victor Valley and Goodwill March 23, 2015 LCAP Design team Meeting March 26, 2015 Parent and Community Engagement Forum April 6, 2015 University Preparatory Walk Through April 9, 2015 Walk Through CIMS and Hook April 10, 2015 Walk Through Adelanto and Lakeview April 16, 2015 LCAP Design Team Meeting May 4, 2015 LCAP Design Team Meeting May 18, 2015 LCAP Design Team Meeting June 4, 2015 Public Hearing Board Meeting June 18, 2015 Board Meeting for approval</p>	<p>student teacher relationship. Parents and students wanted increased support for struggling students such as tutoring. Parents also wanted greater opportunities for our students to have internships and greater exposure to the community. Parents requested an arts program to be offered through the parent center.</p> <p>Our VVUHSD LCAP Design Team Meetings began in January with a review of our progress in implementing the LCAP Actions and Services. The Team discussed which of the eight priorities needed greater prioritization and the team began the discussion of all that was accomplished, in progress or left unfinished for 2014-15. The district team chose to focus on Student Achievement as a key priority amongst all of the eight. To that end, the 2015-16 LCAP reflects more funding for teachers to write our units of study to assist peer teachers with greater implementation of CCSS.</p> <p>As a result of the discussions, some new actions and services were added to the LCAP for the 2015-16 school year. In particular, A community public relation specialist was added to goal 2. Due to funding cut issues with ROP/ CTE, discussions led to adding financial support of these programs. Our need to move forward with full implementation of PBIS at all sites was also included.</p> <p>Discussions in the LCAP Design meetings also fostered the creation of a Student Nutrition Advisory Committee of students at each site to offer advice on menu items offered.</p>
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<p>Annual Update: VVUHSD sought to work with all stakeholders in the evaluation of LCAP actions and goals, while working to craft the LCAP for the 2015-16 year. As noted above, all efforts were made to include the largest possible amount of stakeholders. Efforts were taken to ensure that all of the identified sub-groups, including Low Income, Foster Youth and English Learners, in the LCAP were represented in both our student and parent meetings. Parent Advisory boards were also informed and invited to be part of the</p>	<p>Annual Update: After review of data and discussions with all stakeholders, the following items originally planned for LCAP 2015-16 were deleted: FAASA Evening for parents The inclusion of the salaries of three district</p>
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<p>Annual Update:</p> <p>LCAP process.</p> <p>The LCAP Design Team membership included representation from both our certificated and classified bargaining units, students, parents, district and site administration. The team did the work of drafting and revising the LCAP. For the review of the 2014-15 LCAP, the following metrics were reviewed by the team:</p> <p>Student Forum Survey data</p> <p>Parent Survey data</p> <p>LCAP / Continuous Improvement Walk Through data</p> <p>CALPADs Completer and Dropout data</p> <p>Three Graduation Rates data analysis</p> <p>UC and / or CSU Course completion data for 12th grade graduates</p> <p>CollegeBoard AP 2014 data</p> <p>AP participation by School and by subject</p> <p>Grades for Students in CSU / UC Approved courses district-wide</p> <p>District data by school for students receive less than a “C” in courses for 1st and 3rd quarters</p> <p>Comparison data 2012-13 and 2013-14 AP scores</p> <p>SAT scores 2012-13 and 2013-14 in Critical Reading, Math Average, and Writing Average</p> <p>Two year 2013-2014 CAHSEE data</p> <p>CELDT data for the years 2012-13 and 2013-14</p> <p>Title III Accountability Report for 2012-2013 and 2013-14</p> <p>District Attendance data 2013-2014 and monthly 2014-15 district enrollment</p> <p>District Suspension data by site and by sub-group</p> <p>District Expulsion data by site and by sub-group</p> <p>Modernization and Deferred maintenance report</p> <p>OMS information regarding teacher professional development</p> <p>Reclassification rates</p> <p>EAP 2014 results</p> <p>Suspension Rates</p>	<p>Annual Update:</p> <p>coordinators for the 2016-17 and 2017-18 LCAP years</p> <p>As a result of the discussions, some new actions and services were added to the LCAP for the 2015-16 school year. In particular, A community public relation specialist was added to goal 2. Due to funding cut issues with ROP/ CTE, discussions led to adding financial support of these programs. Our need to move forward with full implementation of PBIS at all sites was also included.</p> <p>Discussions in the LCAP Design meetings also fostered the growth of a Student Nutrition Advisory Committee of students at each site to offer advice on menu items offered.</p> <p>Procedural changes and district considerations came to the forefront. As a result of the committee’s discussions, the district will review current practices that inhibit teachers and staff ability to be creative due to paperwork demands. In addition, the lack of substitutes available is affecting professional development offerings, teachers’ ability to attend professional development both in and outside the district as well as the instruction provided for our students. Members requested that a district analysis be conduct to determine if the rate of substitute might be a determinant factor in the amount of substitutes in the pool available. Also requested was an analysis of our busing policies.</p> <p>Also, the committee wants to explore issues of professional development for all staff, certificated and classified alike during these times of change.</p> <p>A need to focus on career ready skills for our Special Education students led to the plan reflecting the hiring of two additional teachers to facilitate the transition</p>
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Annual Update:

Expulsion Rates

Healthy Kids Survey Report from WestEd

CTE/ ROP enrollment

Gold State Seal Graduates

Recognition of outstanding scholars from County History Day competition and Skills USA

Not available: at time of writing

CAASP achievement data

March CAHSSEE administration data

Graduation Rates for 2014-2015

Dropout Rates for 2014-2015

VVUHSD has moved forward with the implementation of the goals of the LCAP. Our data indicate that we are progressing positively in several areas. CAHSEE data shows an increase for all student groups in both ELA and Math, but most notably Special Education and English Learner students in Math. Equally, there is a positive trend in our Advanced Placement data. We have a 2.4% increase in the number of students taking the exams and some trends towards improvement in results. We still have ways to go to ensure that students with potential are enrolled in AP Courses. We are supporting the sites sending teachers for AP professional development as noted in the sites' Single Plans for Student Achievement.

Our CELDT data and reclassification data demonstrate improvement overall and grades 8, 9, and 12 experienced significant growth in domain mean scale scores. VVUHSD reclassified 89 English Learners in 2013-2014 and 191 students this year 2014-2015, students were reclassified. Our graduation data for the past three years indicates a flattening trend with some loss and then improvement to remain steady. VVUHSD EAP data shows marginal growth in the number of students who are conditionally ready or ready in the area of ELA, but the data for Math shows a substantial decline. Our Mathematics Coordinator will provide greater support to the sites next year by attending Department meetings. In addition, the Coordinator will provide Lesson Study as a means of enhancing the professional learning of our teachers.

VVUHSD accelerated the adoption of mathematic textbooks to this year in order to assist our middle school teachers with the transition to CCSS. Thus, the adoption of

Annual Update:

process for our students.

A substantial financial change in funds allotted for professional development in the 2015-16 year resulted from a district desire to move forward with the Rigorous Curriculum and create units of study for ELA, Math, Social Science and Science. The funds will allow for teacher collaboration on the unit creations.

Additionally, VVUHSD moved ahead with a textbook adoption for Grades 7 and 8th Math, so there is another substantial funding change for the adoption of Math Integrated I, II and III in 2015-16.

<p>Annual Update:</p> <p>Integrated Math I, II and III will also move up a year. August 2015 will see a pilot of two publishers' materials in fifteen classrooms. The decision regarding adoption will be made in January of 2016 so as to ensure that the materials will get into the hands of the teachers prior to the start of the 2016-2017 school year.</p> <p>We also made a shift in our district pacing guide. We moved from an electronic portfolio to a teacher-driven model of Rigorous Curriculum Design (RCD). Our Math and English Language Art teachers began the process of writing units of study this year and the units will be shared before the teachers leave for summer. The concept of RCD has been embraced by Social Science and Science teachers leading to these teachers generating units of study based on content and the literacy standards of CCSS. All of these changes will be reflected in the 2015-16 LCAP.</p> <p>VVUHSD monitored the number of D and F grades for our students. At the first semester approx. 27% of our students received non-UC/CSU credit grades. The third quarter reporting indicates that the same number of students is on track to receive approx. the same percentage of D and F grades at the end of the year. Each site will be working to develop an intervention plan. While sites utilized the skills of an intervention counselor on five of our campuses, we will make changes for next year to define the scope of their work to more closely assist these struggling students and determine academic interventions.</p> <p>Once a month, principals were asked to draft SMART goals based on suspension, expulsion and attendance data. We will continue these practices and also address with SMART goals means to increase attendance. The district experienced a 2.7% increase in student attendance. A district and board goal is to attract and retain students, thus placing great emphasis on attendance. To address Chronic Absenteeism rate (7%) for the district, each site will develop a plan and submit it to the Assistant Superintendent of Business Services. Financial incentives will be allocated to sites showing progress towards the reduction of students found to be chronically absent.</p>	<p>Annual Update:</p>
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Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

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

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

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

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:	1. Increase the number of pupils who are on track to graduate from VVUHSD college and career ready		Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 <u>X</u> 4 <u>X</u> 5 <u>X</u> 6 <u>X</u> 7 <u>X</u> 8 <u>X</u> COE only: 9__ 10__ Local : Specify _____
Identified Need :	Alignment of district leadership to support each site Increase graduation rates for all subgroups Reduce the dropout rate Substantially increase attendance rates at all sites Reduce suspension rates Increase CAHSEE passing rates Increase A-G access and success for all pupils Increase enrollment in AP courses and pupil pass rates Increase the number of college bound students Increase pupil engagement to enhance pupils' social and academic achievement Increase the number of pupils attaining proficiency in English Language Arts and Mathematics Maintain the variety of internships offered by VVUHSD Regional Occupational Programs through Career Pathways Provide on campus, during the day interventions for pupils Provide classroom support for functional skills-building for our Severely Handicapped 16-22 yr. old students		
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Increase the number of pupils who are on track to graduate from VVUHSD college and career ready <i>Metric: Student Achievement/ Performance on SBAC, Graduation Rate, Graduates completing UC/CSU Required Courses, AP Enrollment, AP pass rates, EAP results</i> <i>Metric: Course Access/ Aeries data on course enrollment</i> <i>Local Metric: Student Achievement/ Semester grades</i> 2. Provide for a 2% increase in graduation for the following sub-groups: Hispanic, Asians, Filipino, African American, White, English Learners, Special Ed Low Income and Foster Youth <i>Metric: Student Achievement/ Performance on SBAC tests, API Growth and Subgroup performance, Graduation rates, Graduates</i> 		

Completing UC/CSU Required Courses

3. Reduction in the Dropout rate by 2% for all sub-groups
Metric: Middle School Dropout rate, High School Dropout rate, High School Graduation rate
4. Increase pupil attendance by 2%
Metric: Student Engagement/ School Attendance, Chronic Absenteeism rates
5. Reduce the number of suspensions by 3%
Metric: Student Engagement/ Student Suspension rates
6. Increase CAHSEE pass rate for grade 10 by 4%, for Grades 11 and 12 by 7%
Metric: Student Achievement/ CAHSEE pass rate data
7. Increase pupils enrolled in A-G classes by 2%
Metric: Student Achievement/ Graduates Completing UC/CSU Required Course
Local Metric: Aeries data on enrollment
8. Increase enrollment in AP Courses by 2%
Metric: Student Achievement/ Share of students enrolled in AP courses
9. Increase AP pass rate by 2%
Metric: Student Achievement/ Share of students that pass AP exams with a 3 or higher
10. Monitor the rate of college bound pupils
Metric: Student Achievement/ Graduates Completing UC/CSU Required Courses
11. Continue partnership with UC Berkeley Chancellor's Office for Destination College
Local Metric: Contract with Destination College/ Student Surveys
12. Pupils provide their voice through forums and surveys
Local Metric: School Climate/ Student Surveys
13. Increase by 3% of pupils attaining proficiency as measured by CASPP in grades 7,8, and 11 in ELA and Math
Metric: Student Achievement/ Performance on CAASPP, API Growth and Subgroup Performance
14. Decrease by 5% the number of pupils receiving a letter grade lower than C- in both ELA and Math
Local Metric: Aeries achievement data for ELA and Math
15. Maintain and expand pupil internship opportunities through ROP
Local Metric: ROP/ CTE enrollment data and Perkins Grant data
16. 5 FTE intervention teachers to work with at promise pupils
Metric: Student Achievement/ CAASPP, API Growth and Subgroup Performance

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Provide ongoing professional development for teachers to align instructional practices to the CCSS</p> <p>Professional Development for ELA and Math teachers Professional Development for NGSS</p>	All	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$20,000</p> <p>\$10,000</p> <p>0400 General Fund Prof</p> <p>1130</p> <p>1140</p>
<p>Provide standard-aligned instructional materials to support classroom implementation of CCSS</p> <p>Adopt new mathematics materials Pilot new NGSS materials</p>	All sites for Math All sites for pilot	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$650,000</p> <p>LC01</p> <p>0400</p> <p>4110</p>
<p>Employ four FTE Intervention Teachers</p>	Lakeview LA Hook JHS Silverado HS Adelanto HS	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$450,000</p> <p>LC01</p> <p>3010</p> <p>1110</p>
<p>Professional Development for Multi-tier system of support and train district leadership</p>	All District-wide	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$15,000</p> <p>LC01</p> <p>4035</p> <p>5220</p>
<p>Provide job-embedded coaching support for the implementation of CCSS in both ELA and Math</p> <p>Employ 2 intervention coordinators (Math and ELA)</p>	All District-wide	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$267,000</p> <p>LC01</p> <p>4035</p> <p>3010</p> <p>1316</p>
<p>Provide professional development for all counselors in the National Standards for Counseling Professionals</p> <p>PD for Counselors</p>	All District-wide	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$15,000</p> <p>0400</p> <p>LC01</p> <p>1220</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Provide academic and career counseling to assist pupils 6 FTE Counseling positions</p>	<p>AHS SHS VVHS Hook CIMS</p>	<p><input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>\$590,000 LC01 3010 1210</p>
<p>Provide additional support for low income, at promise pupils at the high school sites Maintain current and explore new credit recovery programs that might be better suited for low income students</p>	<p>Goodwill AHS SHS VVHS CIMS UP</p>	<p>__ ALL OR: <input checked="" type="checkbox"/> Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>\$107,000 LC01 Site funded 5808</p>
<p>Provide an Outreach Program for identified incoming low income at promise pupils (Grade 7) at middle schools during summer</p>	<p>HJHS LLA</p>	<p>__ ALL OR: <input checked="" type="checkbox"/> Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>\$36,000.00 (New Service) LCL 3010 1130</p>
<p>Provide an Outreach Program for identified incoming low income at promise pupils (Grade 9) at Comprehensive HS</p>	<p>SHS VVHS AHS</p>	<p>__ ALL OR: <input checked="" type="checkbox"/> Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>\$36,000 (New Service) LCL 3010 0180 1130 2130</p>
<p>Each site will create a data wall for the monitoring of low income at promise learners Assistant Superintendent will monitor data wall usage at sites (New Service)</p>	<p>All District-wide</p>	<p>__ ALL OR: <input checked="" type="checkbox"/> Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>\$0</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Employ an EL Intervention Coordinator to specifically support ELD 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</p> <p>Employ EL Coordinator Continue use of site EL coordinators</p>	All District-wide	<p>__ALL OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$104,000 LCEL 3010 0790 1954 1316 \$950 each site funds</p>
<p>Professional Development for assisting English Learners in accessing CCSS ELA and Math (such as Kate Kinsella) and content areas</p> <p>PD For ELA / Math teachers</p>	All District-wide	<p>__ALL OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$20,000 LCEL 0400 1140</p>
<p>Sustain CCSS training for parents of ELAC and DELAC Parent attendance at CABE and other trainings</p>	All District-wide	<p>__ALL OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$15,000 LCEL 0400 5886</p>
<p>Improve the rate of reclassification of EL Pupils by 2% annually Monitor EL pupil achievement at grading intervals for intervention and reclassification by Intervention Counselors</p> <p>(Cost for intervention counselors is in this goal) (New Service)</p>	All District-wide	<p>__ALL OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$15,000 0400 LCEL</p>
<p>Provide EL afterschool and Saturday academies to assist at promise EL Pupils</p>	All District-wide	<p>__ALL OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$15,000 LCEL 0400 1130</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3A. Closely monitor R-FEP pupil achievement at 6, 12, 18 and 24 month intervals to replace current practices	All District-wide	__ALL OR: __Low Income pupils __English Learners __Foster Youth <u>X</u> Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$0
Increase and improve parent communication and support to parents of R-FEP academic struggles	All District-wide	__ALL OR: __Low Income pupils __English Learners __Foster Youth <u>X</u> Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$0
Increase and improve parent communication and support to parents of R-FEP academic struggles Provide EL afterschool and Saturday academies open to R-FEP pupils (New Service)	All District-wide	__ALL OR: __Low Income pupils <u>X</u> English Learners __Foster Youth <u>X</u> Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Academy Cost/ see above
Intervention Counselors conduct academic chats after administration of CAHSEE for R-FEPS who did not maintain proficiency Site EL coordinators provide pupil achievement data for R-FEPS to Intervention Counselors	All District-wide	__ALL OR: __Low Income pupils <u>X</u> English Learners __Foster Youth <u>X</u> Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Counselor salary/ see above
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 Training and conference for CWA Coordinator/ Enrollment manager	District Staff/ District-wide	__ALL OR: __Low Income pupils __English Learners <u>X</u> Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$2,500 LCFY 0400 5200
Professional Development on homeless and foster youth provided by SBCSS Training materials and hourly pay for clerical staff	District / site staff/ district-wide	__ALL OR: <u>X</u> Low Income pupils __English Learners <u>X</u> Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____Hoimeless_____	\$2,500 LCFY 0400 5200

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Provide Foster Youth with needed school supplies upon identification</p> <p>Including but not limited to toiletries, bus passes, back packs, refurbished district lap tops</p>	All District-wide	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$12,000</p> <p>LCFY</p> <p>4340</p>
<p>Provide administrators leadership training</p> <p>Leadership training for administrators</p>	Site Administrators	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$15,000</p> <p>LC01</p> <p>4305</p> <p>5200</p>
<p>Train cadre of teachers and administrators in utilizing writing and literacy skills in all disciplines to support pupils in A-G Courses</p> <p>PD on CCSS Writing and Literacy Standards for content area teachers</p>	All	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$20,000</p> <p>LC01</p> <p>3010</p> <p>1140</p> <p>5808</p>
<p>Ensure HS SPSA reflect inclusion of training for AP teachers to increase offers and improve pupil passing</p> <p>District will monitor SPSA 's to ensure AP learning opportunities are provided for teachers</p>	AHS VVHS SHS CIMS UP	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$0</p>
<p>Provide electronic databases for increased access to expository texts</p> <p>Contract for Expository Databases</p>	All District-wide	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$27,000</p> <p>LC01</p> <p>0400</p> <p>5808</p>
<p>Evaluate filter controls to increase pupil and teacher access to internet resources</p> <p>Using Technology Plan, annually review filter controls</p>	All District-wide	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$0</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Provide necessary increases to infrastructure technology and bandwidth to prepare for CCSS and college readiness Infrastructure technology upgrades</p>	All District-wide	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$200,000 0400 LC01 4340</p>
<p>Purchase devices for pupil use during testing and in classrooms testing reducing ratio to 1:1 Devices for pupil use</p>	All	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$150,000 0400 LC01 4310</p>
<p>Increase technical support for sites 2 FTE Technology Specialist III</p>	All	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$128,000 0400 LC01 12XX</p>
<p>Purchase laptop computers for all teachers .Laptops purchase</p>	All	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Laptop purchases supported by site funds</p>
<p>Release time for teachers to refine and improve district pacing guides in ELA and Math. HSS and Science Release time for pacing guide refinement</p>	All	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$200,000 LC01 3010 1140</p>
<p>Provide teachers and pupils the necessary materials to engage in project-based learning (PBL) in A-G Courses Explore purchase of learning materials for A-G courses to increase pupil engagement and achievement</p>	All	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$20,000 LC01 0400 4310</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<i>Provide PD opportunities for differentiation of instruction to meeting the varied learning needs of all pupils in A-G Courses</i> PD on Differentiation to meet diverse learners' needs	All	<u><input checked="" type="checkbox"/></u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	\$15,000 LC01 3010 1140 5808
<i>Purchase additional instructional materials to assist Moderate to Severely disabled access to CCSS</i>	All	<u><input checked="" type="checkbox"/></u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	\$2,000 LC01 0400 4310
<i>Provide Special Education teachers to support SH students in acquiring transitional life function skills</i>	AHS VVHS SHS	<u><input checked="" type="checkbox"/></u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	\$200,000 LC01 0400 1312 \$55,000 LC01 0400 4310
<i>Maintain ROP/ CTE classes.</i>	AHS VVHS SHS	<u><input checked="" type="checkbox"/></u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	\$75,000 LC01 ROP
<i>Explore Cadet Corps and ROTX expansion to more district sites</i>	CIMS HJHS LLA	<u><input checked="" type="checkbox"/></u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	\$0

LCAP Year 2: 2016-17

Expected Annual
Measurable
Outcomes:

1. Increase the number of pupils who are on track to graduate from VVUHSD college and career ready
Metric: Student Achievement/ Performance on SBAC, Graduation Rate, Graduates completing UC/CSU Required Courses, AP Enrollment, AP pass rates, EAP results
Metric: Course Access/ Aeries data on course enrollment
Local Metric: Student Achievement/ Semester grades
2. Provide for a 2% increase in graduation for the following sub-groups: Hispanic, Asians, Filipino, African American, White, English Learners, Special Ed Low Income and Foster Youth
Metric: Student Achievement/ Performance on SBAC tests, API Growth and Subgroup performance, Graduation rates, Graduates Completing UC/CSU Required Courses
3. Reduction in the Dropout rate by 2% for all sub-groups
Metric: Middle School Dropout rate. High School Dropout rate, High School Graduation rate
4. Increase pupil attendance by 2%
Metric: Student Engagement/ School Attendance, Chronic Absenteeism rates
5. Reduce the number of suspensions by 3%
Metric: Student Engagement/ Student Suspension rates
6. Increase CAHSEE pass rate for grade 10 by 4%, for Grades 11 and 12 by 7%
Metric: Student Achievement/ CAHSSEE pass rate data
7. Increase pupils enrolled in A-G classes by 2%
Metric: Student Achievement/ Graduates Completing UC/CSU Required Course
Local Metric: Aeries data on enrollment
8. Increase enrollment in AP Courses by 2%
Metric: Student Achievement/ Share of students enrolled in AP courses
9. Increase AP pass rate by 2%
Metric: Student Achievement/ Share of students that pass AP exams with a 3 or higher
10. Monitor the rate of college bound pupils
Metric: Student Achievement/ Graduates Completing UC/CSU Required Courses
11. Continue partnership with UC Berkeley Chancellor's Office for Destination College
Local Metric: Contract with Destination College/ Student Surveys
12. Pupils provide their voice through forums and surveys
Local Metric: School Climate/ Student Surveys
13. Increase by 3% of pupils attaining proficiency as measured by CASPP in grades 7,8, and 11 in ELA and Math
Metric: Student Achievement/ Performance on CAASPP, API Growth and Subgroup Performance

- 14. Decrease by 5% the number of pupils receiving a letter grade lower than C- in both ELA and Math
Local Metric: Aeries achievement data for ELA and Math
- 15. Maintain and expand pupil internship opportunities through ROP
Local Metric: ROP/ CTE enrollment data and Perkins Grant data
- 16. 5 FTE intervention teachers to work with at promise pupils
Metric: Student Achievement/ CAASPP, API Growth and Subgroup Performance

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><i>Provide ongoing professional development for teachers to align instructional practices to the CCSS</i> Professional Development for ELA and Math teachers PD on Next Generation Science Standards for teachers</p>	All District-wide	<p><u>X</u> <u>ALL</u> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>\$20,000 \$10,000 0400 Prof 1130 1140</p>
<p><i>Provide standards-aligned instructional materials to support classroom implementation of CCSS</i> Pilot NGSS-aligned materials</p>	All District-wide	<p><u>X</u> <u>ALL</u> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>\$25,000 0400 LCO1 4110 4310</p>
<p><i>Employ four FTE Intervention Teachers</i></p>	All District-wide	<p><u>X</u> <u>ALL</u> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>\$450,000 3010 1110 LCO1</p>
<p><i>Professional Development for Multi-tier system of support and train district leadership</i></p>	All District-wide	<p><u>X</u> <u>ALL</u> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>\$15,000 LCO1 0400 5220</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Provide professional development for all counselors in the National Standards for Counseling Professionals</p> <p>PD for Counselors</p>	All District-wide	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$15,000</p> <p>LC01</p> <p>0400</p> <p>1220</p>
<p>Provide academic and career counseling to assist pupils</p> <p>6 FTE Counseling positions</p>	AHS SHS VVUHS HJHS LLA	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$590,000</p> <p>LC01</p> <p>3010</p> <p>1210</p>
<p>Provide additional support for low income, at promise pupils at the high school sites</p> <p>Maintain current and explore new credit recovery programs that might be better suited for low income students</p>	Goodwill AHS SHS VVHS CIMS UP	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$107,000</p> <p>LCLI</p> <p>3010</p> <p>Site funded</p> <p>5808</p>
<p>Provide an Outreach Program for identified incoming low income at promise pupils (Grade 7) at middle schools during summer</p>	HJHS LLA	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCLI</p> <p>\$36,000</p> <p>3010</p> <p>0180</p> <p>1130</p> <p>2130</p>
<p>Provide an Outreach Program for identified incoming low income at promise pupils (Grade 9) at Comprehensive HS</p>	SHS VVHS AHS	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$36,000</p> <p>LCLI</p> <p>3010</p> <p>0180</p> <p>1130</p> <p>2130</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Each site will create a data wall for the monitoring of low income at promise learners</p> <p>Assistant Superintendent will monitor data wall usage at sites</p>	All District-wide	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	\$0
<p>EL site Coordinators to support EL achievement</p> <p>Continue use of site EL coordinators</p>	All District-wide	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$950 each site funded</p> <p>LCEL</p> <p>4760</p> <p>1316</p>
<p>Professional Development for assisting English Learners in accessing CCSS ELA and Math (such as Kate Kinsella) and content areas</p> <p>PD For ELA / Math teachers</p>	All District-wide	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$20,000</p> <p>LCEL</p> <p>0400</p> <p>1140</p>
<p>Sustain CCSS training for parents of ELAC and DELAC</p> <p>Parent attendance at CABE and other trainings</p>	All District-wide	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$15,000</p> <p>LCEL</p> <p>0400</p> <p>5886</p>
<p>Improve the rate of reclassification of EL Pupils by 2% annually</p> <p>Monitor EL pupil achievement at grading intervals for intervention and reclassification by Intervention Counselors</p>	All District-wide	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	\$0

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide EL afterschool and Saturday academies to assist at promise EL Pupils	All District-wide	__ALL OR: __ Low Income pupils <input checked="" type="checkbox"/> English Learners __ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$15,000 LCEL 0400 1130
Closely monitor R-FEP pupil achievement at 6, 12, 18 and 24 month intervals to replace current practices	All District-wide	__ALL OR: __ Low Income pupils __ English Learners __ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$0
Increase and improve parent communication and support to parents of R-FEP academic struggles	All District-wide	__ALL OR: __ Low Income pupils __ English Learners __ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Academy Costs
Intervention Counselors conduct academic chats after administration of CAHSEE for R-FEPS who did not maintain proficiency Site EL coordinators provide pupil achievement data for R-FEPS to Intervention Counselors	All District-wide	__ALL OR: __ Low Income pupils <input checked="" type="checkbox"/> English Learners __ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	Counselor salary
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 Training and conference for CWA Coordinator/ Enrollment manager	District Staff	__ALL OR: __ Low Income pupils __ English Learners <input checked="" type="checkbox"/> Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$2,500 LCFY 0400 5200
Professional Development on homeless and foster youth provided by SBCSS Training materials and hourly pay for clerical staff	District / site staff	__ALL OR: <input checked="" type="checkbox"/> Low Income pupils __ English Learners <input checked="" type="checkbox"/> Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)___ Hoimeless_____	\$2,500 LCFY 0400 5200

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Provide Foster Youth with needed school supplies upon identification</p> <p>Including but not limited to toiletries, bus passes, back packs, refurbished district lap tops</p>	All District-wide	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) <u>Hoimeless</u></p>	<p>\$12,000</p> <p>LCFY</p> <p>0400</p> <p>4340</p>
<p>Provide administrators leadership training</p> <p>Leadership training for administrators</p>	Site Administrators	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$15,000</p> <p>LCO1</p> <p>4305</p> <p>5200</p>
<p>Train cadre of teachers and administrators in utilizing writing and literacy skills in all disciplines to support pupils in A-G Courses</p> <p>PD on CCSS Writing and Literacy Standards for content area teachers</p>	All District-wide	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$20,000</p> <p>LCO1</p> <p>3010</p> <p>1140</p>
<p>Ensure HS SPSA reflect inclusion of training for AP teachers to increase offers and improve pupil passing</p> <p>District will monitor SPSA 's to ensure AP learning opportunities are provided for teachers</p>	AHS VVHS SHS CIMS UP	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$0</p>
<p>Provide electronic databases for increased access to expository texts</p> <p>Contract for Expository Databases</p>	All District-wide	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$25,000</p> <p>LCO1</p> <p>0400</p> <p>5808</p>
<p>Evaluate filter controls to increase pupil and teacher access to internet resources</p> <p>Using Technology Plan, annually review filter controls</p>	All	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$0</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Provide necessary increases to infrastructure technology and bandwidth to prepare for CCSS and college readiness Infrastructure technology upgrades</p>	All	<p><u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>\$200,000 LC01 0400 6410</p>
<p>Purchase devices for pupil use during testing and in classrooms testing reducing ratio to 1:1 Devices for pupil use</p>	All	<p><u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>\$150,000 LC01 0400 6410</p>
<p>Increase technical support for sites 2 FTE Technology Specialist III</p>	All	<p><u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>\$150,000 LC01 0400 2013</p>
<p>Purchase laptop computers for all teachers .Laptops purchase</p>	All	<p><u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>Supported by site funds</p>
<p>Release time for teachers to refine and improve district pacing guides in ELA and Math Release time for pacing guide refinement</p>	All	<p><u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>\$100,000 LC01 3010 1140</p>
<p>Provide teachers and pupils the necessary materials to engage in project-based learning (PBL) in A-G Courses Explore purchase of learning materials for A-G courses to increase pupil engagement and achievement</p>	All	<p><u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>\$50,000 LC01 0400 4310</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><i>Provide PD opportunities for differentiation of instruction to meeting the varied learning needs of all pupils in A-G Courses</i></p> <p>PD on Differentiation to meet diverse learners' needs</p>	All	<p><u>X</u> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$15,000</p> <p>LC01</p> <p>3010</p> <p>1140</p> <p>5220</p> <p>5808</p>
<p><i>Purchase additional instructional materials to assist Moderate to Severely disabled access to CCSS</i></p>	All	<p><u>X</u> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$2,000</p> <p>LC01</p> <p>0400</p>
<p><i>Provide Special Education teachers to support SH students in acquiring transitional life function skills</i></p>	AHS VVHS SHS	<p><u>X</u> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$220,000</p> <p>LC01</p> <p>0400</p> <p>1130</p>
<p><i>Maintain ROP/ CTE classes.</i></p>	AHS VVHS SHS	<p><u>X</u> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$100,000</p> <p>LC01</p> <p>0400</p> <p>ROP</p>

LCAP Year 3 2017-18

Expected Annual
Measurable
Outcomes:

1. Increase the number of pupils who are on track to graduate from VVUHSD college and career ready
Metric: Student Achievement/ Performance on SBAC, Graduation Rate, Graduates completing UC/CSU Required Courses, AP Enrollment, AP pass rates, EAP results
Metric: Course Access/ Aeries data on course enrollment
Local Metric: Student Achievement/ Semester grades
2. Provide for a 2% increase in graduation for the following sub-groups: Hispanic, Asians, Filipino, African American, White, English Learners, Special Ed Low Income and Foster Youth
Metric: Student Achievement/ Performance on SBAC tests, API Growth and Subgroup performance, Graduation rates, Graduates Completing UC/CSU Required Courses
3. Reduction in the Dropout rate by 2% for all sub-groups
Metric: Middle School Dropout rate. High School Dropout rate, High School Graduation rate
4. Increase pupil attendance by 2%
Metric: Student Engagement/ School Attendance, Chronic Absenteeism rates
5. Reduce the number of suspensions by 3%
Metric: Student Engagement/ Student Suspension rates
6. Increase CAHSEE pass rate for grade 10 by 4%, for Grades 11 and 12 by 7%
Metric: Student Achievement/ CAHSSEE pass rate data
7. Increase pupils enrolled in A-G classes by 2%
Metric: Student Achievement/ Graduates Completing UC/CSU Required Course
Local Metric: Aeries data on enrollment
8. Increase enrollment in AP Courses by 2%
Metric: Student Achievement/ Share of students enrolled in AP courses
9. Increase AP pass rate by 2%
Metric: Student Achievement/ Share of students that pass AP exams with a 3 or higher
10. Monitor the rate of college bound pupils
Metric: Student Achievement/ Graduates Completing UC/CSU Required Courses
11. Continue partnership with UC Berkeley Chancellor's Office for Destination College
Local Metric: Contract with Destination College/ Student Surveys
12. Pupils provide their voice through forums and surveys
Local Metric: School Climate/ Student Surveys
13. Increase by 3% of pupils attaining proficiency as measured by CASPP in grades 7,8, and 11 in ELA and Math

Metric: Student Achievement/ Performance on CAASPP, API Growth and Subgroup Performance

14. Decrease by 5% the number of pupils receiving a letter grade lower than C- in both ELA and Math

Local Metric: Aeries achievement data for ELA and Math

15. Maintain and expand pupil internship opportunities through ROP

Local Metric: ROP/ CTE enrollment data and Perkins Grant data

16. 5 FTE intervention teachers to work with at promise pupils

Metric: Student Achievement/ CAASPP, API Growth and Subgroup Performance

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Provide ongoing professional development for teachers to align instructional practices to the CCSS</p> <p>Professional Development for ELA and Math teachers PD on Next Generation Science Standards for teachers</p>	All	<p><u>X</u> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$20,000</p> <p>\$10,000</p> <p>LC01</p> <p>0400</p> <p>1130</p> <p>1140</p>
<p>Provide –aligned instructional materials to support classroom implementation of CCSS</p> <p>Pilot NGSS-aligned materials</p>	All	<p><u>X</u> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$25,000</p> <p>LCO1</p> <p>0400</p> <p>4110</p>
<p>Employ four FTE Intervention Teachers</p>	All	<p><u>X</u> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$450,000</p> <p>LC01</p> <p>3010</p> <p>1110</p>
<p>Professional Development for Multi-tier system of support and train district leadership</p>	All	<p><u>X</u> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$15,000</p> <p>LCO1</p> <p>4035</p> <p>5220</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Provide professional development for all counselors in the National Standards for Counseling Professionals</p> <p>PD for Counselors</p>		<p><u>X</u> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$15,000</p> <p>LC01</p> <p>0400</p> <p>1220</p>
<p>Provide academic and career counseling to assist pupils</p> <p>6 FTE Counseling positions</p>	<p>AHS</p> <p>SHA</p> <p>VVUHS</p>	<p><u>X</u> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$560,000</p> <p>LC01</p> <p>3010</p> <p>1210</p>
<p>Provide additional support for low income, at promise pupils at the high school sites</p> <p>Maintain current and explore new credit recovery programs that might be better suited for low income students</p>	<p>Goodwill</p> <p>AHS</p> <p>SHS VVHS</p> <p>CIMS</p> <p>UP</p>	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><u>X</u> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$107,000</p> <p>\$15,000</p> <p>LCLI</p> <p>3010</p> <p>Site funded</p> <p>District-funded pilot</p> <p>5808</p>
<p>Provide an Outreach Program for identified incoming low income at promise pupils (Grade 7) at middle schools during summer</p>	<p>HJHS</p> <p>LLA</p>	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><u>X</u> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$36,000</p> <p>LCLI</p> <p>3010</p> <p>1130</p>
<p>Provide an Outreach Program for identified incoming low income at promise pupils (Grade 9) at Comprehensive HS</p>	<p>SHS</p> <p>VVHS</p> <p>AHS</p>	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><u>X</u> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$36,000</p> <p>LCLI</p> <p>3010</p> <p>0180</p> <p>1130</p> <p>2130</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Each site will create a data wall for the monitoring of low income at promise learners</p> <p>Assistant Superintendent will monitor data wall usage at sites</p>	All District-wide	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	\$0
<p>EL site Coordinators to support EL achievement</p> <p>Continue use of site EL coordinators</p>	All District-wide	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$950 each</p> <p>LCEL</p> <p>4760</p> <p>1316</p> <p>Site Funded</p>
<p>Professional Development for assisting English Learners in accessing CCSS ELA and Math (such as Kate Kinsella) and content areas</p> <p>PD For ELA / Math teachers</p>	All District-wide	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$20,000</p> <p>LCEL</p> <p>0400</p> <p>1130</p>
<p>Sustain CCSS training for parents of ELAC and DELAC</p> <p>Parent attendance at CABE and other trainings</p>	All District-wide	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$15,000</p> <p>LCEL</p> <p>0400</p> <p>5886</p>
<p>Improve the rate of reclassification of EL Pupils by 2% annually</p> <p>Monitor EL pupil achievement at grading intervals for intervention and reclassification by Intervention Counselors</p> <p>(Cost for intervention counselors is in this goal)</p> <p>(New Service)</p>	All District-wide	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	\$0
<p>Provide EL afterschool and Saturday academies to assist at promise EL Pupils</p>	All District-wide	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$15,000</p> <p>LCEL</p> <p>0400</p> <p>1130</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<i>Closely monitor R-FEP pupil achievement at 6, 12, 18 and 24 month intervals to replace current practices</i>	All District-wide	__ALL OR: __Low Income pupils __English Learners __Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$0
<i>Increase and improve parent communication and support to parents of R-FEP academic struggles</i>	All District-wide	__ALL OR: __Low Income pupils __English Learners __Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$0
<i>Intervention Counselors conduct academic chats after administration of CAHSEE for R-FEPS who did not maintain proficiency</i> Site EL coordinators provide pupil achievement data for R-FEPS to Intervention Counselors	All District-wide	__ALL OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Counselor salary
<i>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</i> Training and conference for CWA Coordinator/ Enrollment manager	District Staff	__ALL OR: __Low Income pupils __English Learners <input checked="" type="checkbox"/> Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$2,500 LCFY 0400 5200
<i>Professional Development on homeless and foster youth provided by SBCSS</i> Training materials and hourly pay for clerical staff	District / site staff	__ALL OR: <input checked="" type="checkbox"/> Low Income pupils __English Learners <input checked="" type="checkbox"/> Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) Homeless_____	\$2,500 LCFY 0400 5200 10XX 20XX
<i>Provide Foster Youth with needed school supplies upon identification</i> Including but not limited to toiletries, bus passes, back packs, refurbished district lap tops	All District-wide	__ALL OR: <input checked="" type="checkbox"/> Low Income pupils __English Learners <input checked="" type="checkbox"/> Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) Homeless_____	\$12,000 LCFY 0400 4340

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Provide administrators leadership training Leadership training for administrators</p>	Site Administrators	<p><u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>\$15,000 4305 5200 LC01</p>
<p>Train cadre of teachers and administrators in utilizing writing and literacy skills in all disciplines to support pupils in A-G Courses PD on CCSS Writing and Literacy Standards for content area teachers</p>	All District-wide	<p><u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>\$20,000 LC01 3010 1140</p>
<p>Ensure HS SPSA reflect inclusion of training for AP teachers to increase offers and improve pupil passing District will monitor SPSA 's to ensure AP learning opportunities are provided for teachers</p>	AHS VVHS SHS CIMS UP	<p><u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>\$0</p>
<p>Provide electronic databases for increased access to expository texts Contract for Expository Databases</p>	All District-wide	<p><u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>\$27,000 LC01 0400 5808</p>
<p>Evaluate filter controls to increase pupil and teacher access to internet resources Using Technology Plan, annually review filter controls</p>	All District-wide	<p><u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>\$0</p>
<p>Provide necessary increases to infrastructure technology and bandwidth to prepare for CCSS and college readiness Infrastructure technology upgrades</p>	All District-wide	<p><u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>\$100,000 0400 6410</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Purchase devices for pupil use during testing and in classrooms testing reducing ratio to 1:1 Devices for pupil use</p>	All District-wide	<p><u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>\$75,000 LC01 0400 4000</p>
<p>Increase technical support for sites 2 FTE Technology Specialist III</p>	All District-wide	<p><u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>\$140,000 LC01 0400 1213</p>
<p>Purchase laptop computers for all teachers .Laptops purchase</p>	All District-wide	<p><u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>Site funded</p>
<p>Release time for teachers to refine and improve district pacing guides in ELA and Math Release time for pacing guide refinement</p>	All District-wide	<p><u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>\$20,000 LC01 3010 1140</p>
<p>Provide teachers and pupils the necessary materials to engage in project-based learning (PBL) in A-G Courses Explore purchase of learning materials for A-G courses to increase pupil engagement and achievement</p>	All District-wide	<p><u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>\$20,000 LC01 0400 4310</p>
<p>Provide PD opportunities for differentiation of instruction to meeting the varied learning needs of all pupils in A-G Courses PD on Differentiation to meet diverse learners' needs</p>	All District-wide	<p><u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>\$15,000 LC01 3010 1140 5808</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<i>Purchase additional instructional materials to assist Moderate to Severely disabled access to CCSS</i>	All District-wide	<u>X</u> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$2,000 LCO1 0400
<i>Provide Special Education teachers to support SH students in acquiring transitional life function skills</i>	AHS VVHS SHS	<u>X</u> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$200,000 LCO1 0400
<i>Maintain the current ROP / CTE programs by providing gap funding</i>	AHS VVHS SHS	<u>X</u> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	\$100,000 LCO1 0400 ROP

<p>GOAL:</p>	<p>2. Promote pupil engagement and achievement in a safe, respectful, well-maintained and equipped school learning environment.</p>	<p>Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 <u>X</u> 4 <u>X</u> 5 <u>X</u> 6 <u>X</u> 7 <u>X</u> 8 <u>X</u> COE only: 9__ 10__ Local : Specify _____</p>
<p>Identified Need :</p>	<p>Greater pupil participation Increase pupil attendance rates which are currently below state average Create On-campus suspension / intervention opportunities as alternative to at home suspension Professional development opportunities for staff to meet CCSS curriculum demands Resources such as instructional materials and training on instructional strategies to increase pupil achievement Opportunities for pupils to access counseling , provide parental assistance and exposure to the college experience Technology for pupils and staff Modernize facilities and classrooms Increase bandwidth and infrastructure Increase appropriate bandwidth for pupil access Increase parent attendance and involvement in DAC and DELAC Monitor parent attendance tied to an increase in pupil achievement Provide parents greater access to district resources and staff</p>	
<p>Goal Applies to:</p>	<p>Schools: All Applicable Pupil Subgroups: All</p>	
<p>LCAP Year 1: 2015-16</p>		
<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. Monitor pupil attendance and increase by 3% <i>Metric: School Climate/ School Attendance rates, Chronic Absenteeism</i> 2. Reduce the number of suspensions by 3% <i>Metric: School climate/ Suspension and Truancy rates</i> 3. Pupils will receive high quality first instruction <i>Metric: CCSS Implementation/ Access to materials for all students</i> 4. Supplemental CCSS materials available for pupil use <i>Metric: Basic Services / Student access to standards-aligned instructional materials</i> <i>Metric: CCSS Implementation/ Access to materials for all students</i> 5. Teachers and pupils will have the necessary materials to engage in project-based learning 	

	<p><i>Metric: Basic Services / Students access to standards-aligned instructional materials</i></p> <p><i>Metric: Implementation of CCSS for all students</i></p> <p><i>Metric: Student Engagement / School Attendance rates, Chronic Absenteeism, Middle School Dropout rates, High School Dropout Rates, High School Graduation rates</i></p> <p>6. Increase the number of university Field trips (minimum of one for each middle and comprehensive high school) <i>Metric: School Climate / School suspension and Expulsion rates</i></p> <p>7. Increased access to counseling staff as measured by number of direct support (4 yearly) <i>Metric: Student Achievement/ Students completing UC/ CSU required courses</i> <i>Metric: Student achievement/ CAASPP performance data</i></p> <p>8. Device to pupil ratio will decrease from 1:5 to 1:3 district-wide <i>Metric: Student achievement/ Performance on SBAC testing</i></p> <p>9. 100% of teachers will have laptops/devices for instructional use with pupils <i>Metric: School Climate/ Staff surveys</i></p> <p>10. Pupils experience cleaner campuses as evidenced by survey <i>Metric: Basic Services / facilities in good repair</i></p> <p>11. Improved food quality for pupils <i>Metric: School Climate/ Student Engagement/ Student Nutrition Advisory Committee activities and student surveys</i></p> <p>12. Provide access to resources for parents through the Parent Center and the two way communication “Let’s Talk” <i>Metric: Parental Involvement/ Efforts to seek parent input/ promote parent participation Surveys, attendance</i></p> <p>13. Reduce district paperwork and streamline processes for staff <i>Metric: School Climate / Staff surveys</i></p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Educational Study Trips		<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$21,600 LCLI 3010 5886

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Focus on pupil engagement in classroom with PD on CCSS ELA Speaking and Listening Anchor Standards</p> <p>Additional professional development for pupil engagement strategies</p>		<p><u>X</u> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$25,000</p> <p>LC02</p> <p>4035</p> <p>1140</p>
<p>Expand PBIS to all sites</p> <p>PBIS training for all school staffs</p>		<p><u>X</u> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$20,000</p> <p>LC02</p> <p>3010</p> <p>1140</p>
<p>Monitor SST process to focuses on academic and behavior interventions</p> <p>Continue SST process and modify as needed</p>		<p><u>X</u> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>none</p>
<p>CWA workshops on suspensions, expulsions and other means of correction</p> <p>Monitor pupil suspensions / expulsions monthly</p>		<p><u>X</u> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$5,000</p> <p>LC02</p> <p>0400</p> <p>5220</p>
<p>Provide job-embedded coaching for Cooperative Learning strategies</p> <p>ELA / Math Coordinators provide coaching on cooperative learning strategies</p>		<p><u>X</u> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>none</p>
<p>Conduct walkthroughs to monitor implementation of Cooperative Learning strategies in classrooms district-wide</p>		<p><u>X</u> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>none</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Monitor Suspension and expulsion rates Monitor pupil suspensions / expulsions monthly and include data discussion in monthly Ed Services meeting</p>		<p><u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	none
<p>Evaluate district internet filter controls to increase pupil and teacher access to internet resources Re-write the district Technology Plan to reflect changing internet access needs</p>		<p><u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	none
<p>Conduct pupil forum to monitor pupil engagement</p>		<p><u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	none
<p>Continue partnership with IT' s A GAS TO GO TO CLASS with Victorville Motors</p>		<p><u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	none
<p>Provide training and support to move to a behavior support model for discipline</p>		<p><u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>\$15,000 LC02 4035 1140 5220</p>
<p>Assist foster youth with school engagement (funds for sports and extracurricular activities)</p>		<p>__ ALL OR: __ Low Income pupils __ English Learners <u>X</u> Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>Youth school activities \$5,000 0400 43XX LC02</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<i>Conduct a cost analysis to determine if VVUHSD should move to a more competitive substitute daily rate.</i>		<u>X ALL</u> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	None
<i>Explore different methods of reducing class sizes for at risk students.</i>		<u>X ALL</u> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	None
<i>Explore greater opportunities for the district and business community to strengthen ties.</i>		<u>X ALL</u> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	None
<i>Provide professional development for all staff (classified, certificated and administrative) to increase the quality of services we provide for our students, parents and community.</i>		<u>X ALL</u> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$25,000 LC02 0400 2130 5808
<i>Streamline district procedures to foster innovation.</i> Review all district forms and procedures. Begin using blanket PARs to facilitate extra duty pay.		<u>X ALL</u> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	None
<i>Reexamine the current district substitute policy.</i> Provide substitute coverage for both certificated and classified employees.		<u>X ALL</u> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	None

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><i>Increase the number of roving substitutes at each site to support teacher professional development opportunities.</i></p>		<p><u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>\$60,000 LC02 site funded</p>
<p><i>Provide for ongoing discussions regarding school food quality.</i> Maintain a District Wellness Committee and create Student Nutrition Advisory Committee (SNAC) at each site.</p>		<p><u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>None</p>
<p><i>Explore the economic feasibility of the reduction of distance (3 miles to 2) for student transportation services.</i></p>		<p><u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>None</p>
<p><i>Explore the expansion of Cadet Core and ROTC to parent choice sites.</i></p>		<p><u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>None</p>

LCAP Year 2: 2016-17

Expected Annual
Measurable
Outcomes:

1. Monitor pupil attendance and increase by 3%
Metric: School Climate/ School Attendance rates, Chronic Absenteeism
2. Reduce the number of suspensions by 3%
Metric: School climate/ Suspension and Truancy rates
3. Pupils will receive high quality first instruction
Metric: CCSS Implementation/ Access to materials for all students
4. Supplemental CCSS materials available for pupil use
Metric: Basic Services / Student access to standards-aligned instructional materials
Metric: CCSS Implementation/ Access to materials for all students
5. Teachers and pupils will have the necessary materials to engage in project-based learning
Metric: Basic Services / Students access to standards-aligned instructional materials
Metric: Implementation of CCSS for all students
Metric: Student Engagement / School Attendance rates, Chronic Absenteeism, Middle School Dropout rates, High School Dropout Rates, High School Graduation rates
6. Increase the number of university Field trips (minimum of one for each middle and comprehensive high school)
Metric: School Climate / School suspension and Expulsion rates
7. Increased access to counseling staff as measured by number of direct support (4 yearly)
Metric: Student Achievement/ Students completing UC/ CSU required courses
Metric: Student achievement/ CAASPP performance data
8. Device to pupil ratio will decrease from 1:5 to 1:3 district-wide
Metric: Student achievement/ Performance on SBAC testing
9. 100% of teachers will have laptops/devices for instructional use with pupils
Metric: School Climate/ Staff surveys
10. Pupils experience cleaner campuses as evidenced by survey
Metric: Basic Services / facilities in good repair
11. Improved food quality for pupils
Metric: School Climate/ Student Engagement/ Student Nutrition Advisory Committee activities and student surveys
12. Provide access to resources for parents through the Parent Center and the two way communication “Let’s Talk”
Metric: Parental Involvement/ Efforts to seek parent input/ promote parent participation Surveys, attendance
13. Reduce district paperwork and streamline processes for staff
Metric: School Climate / Staff surveys”

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Educational Study Trips		<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$21,600 LCL1 3010 5886
Focus on pupil engagement in classroom with PD on CCSS ELA Speaking and Listening Anchor Standards Additional professional development for pupil engagement strategies		<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$25,000 LCO2 4035 1140
Support implementation of PBIS at all sites PBIS training for all school staffs and support with materials to ensure full implementation		<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$20,000 LCO2 3010 1140
Monitor SST process to focuses on academic and behavior interventions Continue SST process and modify as needed		<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	none
CWA workshops on suspensions, expulsions and other means of correction Monitor pupil suspensions / expulsions monthly		<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$5,000 LCO2 0400 5220

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Conduct walkthroughs to monitor implementation of Cooperative Learning strategies in classrooms district-wide		<u>X</u> <u>ALL</u> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	none
Monitor Suspension and expulsion rates Monitor pupil suspensions / expulsions monthly and include data discussion in monthly Ed Services meeting		<u>X</u> <u>ALL</u> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	none
Evaluate district internet filter controls to increase pupil and teacher access to internet resources Re-write the district Technology Plan to reflect changing internet access needs		<u>X</u> <u>ALL</u> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	none
Conduct pupil forum to monitor pupil engagement		<u>X</u> <u>ALL</u> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	none
Continue partnership with IT' s A GAS TO GO TO CLASS with Victorville Motors		<u>X</u> <u>ALL</u> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	none
Provide training and support to move to a behavior support model for discipline		<u>X</u> <u>ALL</u> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$15,000 4035 1140

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<i>Assist foster youth with school engagement (funds for sports and extracurricular activities)</i>		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$5,000 LCFY 0400 4000
<i>Conduct a cost analysis to determine if VVUHSD should move to a more competitive substitute daily rate.</i>		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	None
<i>Explore different methods of reducing class sizes for at risk students.</i>		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	None
<i>Provide professional development for all staff (classified, certificated and administrative) to increase the quality of services we provide for our students, parents and community.</i>		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$55,000 LC02 0400 5808 2000
<i>Streamline district procedures to foster innovation.</i> Review all district forms and procedures. Begin using blanket PARs to facilitate extra duty pay.		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	None
<i>Reexamine the current district substitute policy.</i> Provide substitute coverage for both certificated and classified employees.		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	None

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><i>Increase the number of roving substitutes at each site to support teacher professional development opportunities.</i></p>		<p><u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>\$60,000 3010 Site funded</p>
<p><i>Provide for ongoing discussions regarding school food quality.</i> Maintain a District Wellness Committee and create Student Nutrition Advisory Committee (SNAC) at each site.</p>		<p><u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>None</p>
<p><i>Explore the economic feasibility of the reduction of distance (3 miles to 2) for student transportation services.</i></p>		<p><u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>None</p>
<p><i>Expand Cadet Core and ROTC to parent choice sites.</i></p>		<p><u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>\$20,000 LC02 0965</p>

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:

1. Increase the number of pupils who are on track to graduate from VVUHSD college and career ready
Metric: Student Achievement/ Performance on SBAC, Graduation Rate, Graduates completing UC/CSU Required Courses, AP Enrollment, AP pass rates, EAP results
Metric: Course Access/ Aeries data on course enrollment
Local Metric: Student Achievement/ Semester grades
2. Provide for a 2% increase in graduation for the following sub-groups: Hispanic, Asians, Filipino, African American, White, English Learners, Special Ed Low Income and Foster Youth
Metric: Student Achievement/ Performance on SBAC tests, API Growth and Subgroup performance, Graduation rates, Graduates Completing UC/CSU Required Courses
3. Reduction in the Dropout rate by 2% for all sub-groups
Metric: Middle School Dropout rate. High School Dropout rate, High School Graduation rate
4. Increase pupil attendance by 2%
Metric: Student Engagement/ School Attendance, Chronic Absenteeism rates
5. Reduce the number of suspensions by 3%
Metric: Student Engagement/ Student Suspension rates
6. Increase CAHSEE pass rate for grade 10 by 4%, for Grades 11 and 12 by 7%
Metric: Student Achievement/ CAHSSEE pass rate data
7. Increase pupils enrolled in A-G classes by 2%
Metric: Student Achievement/ Graduates Completing UC/CSU Required Course
Local Metric: Aeries data on enrollment
8. Increase enrollment in AP Courses by 2%
Metric: Student Achievement/ Share of students enrolled in AP courses
9. Increase AP pass rate by 2%
Metric: Student Achievement/ Share of students that pass AP exams with a 3 or higher
10. Monitor the rate of college bound pupils
Metric: Student Achievement/ Graduates Completing UC/CSU Required Courses
11. Continue partnership with UC Berkeley Chancellor’s Office for Destination College
Local Metric: Contract with Destination College/ Student Surveys
12. Pupils provide their voice through forums and surveys
Local Metric: School Climate/ Student Surveys

	<p>13. Increase by 3% of pupils attaining proficiency as measured by CASPP in grades 7,8, and 11 in ELA and Math <i>Metric: Student Achievement/ Performance on CAASPP, API Growth and Subgroup Performance</i></p> <p>14. Decrease by 5% the number of pupils receiving a letter grade lower than C- in both ELA and Math <i>Local Metric: Aeries achievement data for ELA and Math</i></p> <p>15. Maintain and expand pupil internship opportunities through ROP <i>Local Metric: ROP/ CTE enrollment data and Perkins Grant data</i></p> <p>16. 5 FTE intervention teachers to work with at promise pupils <i>Metric: Student Achievement/ CAASPP, API Growth and Subgroup Performance</i></p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Educational Study Trips		<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$21,600 LCLI 3010 5886
Focus on pupil engagement in classroom with PD on CCSS ELA Speaking and Listening Anchor Standards Additional professional development for pupil engagement strategies		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$25,000 LCO2 4035 1140
Support implementation of PBIS at all sites PBIS training for all school staffs and support with materials to ensure full implementation		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$20,000 LCO2 3010 1140
Monitor SST process to focuses on academic and behavior interventions Continue SST process and modify as needed		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	none

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><i>CWA workshops on suspensions, expulsions and other means of correction</i></p> <p>Monitor pupil suspensions / expulsions monthly</p>		<p><u>X</u> <u>ALL</u></p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$5,000</p> <p>LCO2</p> <p>5220</p>
<p><i>Conduct walkthroughs to monitor implementation of Cooperative Learning strategies in classrooms district-wide</i></p>		<p><u>X</u> <u>ALL</u></p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>none</p>
<p><i>Monitor Suspension and expulsion rates</i></p> <p>Monitor pupil suspensions / expulsions monthly and include data discussion in monthly Ed Services meeting</p>		<p><u>X</u> <u>ALL</u></p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>none</p>
<p><i>Evaluate district internet filter controls to increase pupil and teacher access to internet resources</i></p> <p>Re-write the district Technology Plan to reflect changing internet access needs</p>		<p><u>X</u> <u>ALL</u></p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>none</p>
<p><i>Conduct pupil forum to monitor pupil engagement</i></p>		<p><u>X</u> <u>ALL</u></p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>none</p>
<p><i>Continue partnership with IT' s A GAS TO GO TO CLASS with Victorville Motors</i></p>		<p><u>X</u> <u>ALL</u></p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>none</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<i>Provide training and support to move to a behavior support model for discipline</i>		<u>X</u> <u>ALL</u> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$15,000 LC02 4035 5000 1140
<i>Assist foster youth with school engagement (funds for sports and extracurricular activities)</i>		__ ALL OR: __ Low Income pupils __ English Learners <u>X</u> <u>Foster Youth</u> __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$5,000 0400 LCFY 4310
<i>Conduct a cost analysis to determine if VVUHSD should move to a more competitive substitute daily rate.</i>		<u>X</u> <u>ALL</u> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	None
<i>Explore different methods of reducing class sizes for at risk students.</i>		<u>X</u> <u>ALL</u> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	None
<i>Provide professional development for all staff (classified, certificated and administrative) to increase the quality of services we provide for our students, parents and community.</i>		<u>X</u> <u>ALL</u> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$55,000 LC02 0400 2000 5808
<i>Streamline district procedures to foster innovation.</i> Review all district forms and procedures. Begin using blanket PARs to facilitate extra duty pay.		<u>X</u> <u>ALL</u> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient	None

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		__ Other Subgroups:(Specify)_____	
<p>Reexamine the current district substitute policy. Provide substitute coverage for both certificated and classified employees.</p>		<p><u>X</u> <u>ALL</u> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	None
<p>Increase the number of roving substitutes at each site to support teacher professional development opportunities.</p>		<p><u>X</u> <u>ALL</u> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	\$60,000 LC02 3010 Site funded
<p>Provide for ongoing discussions regarding school food quality. Maintain a District Wellness Committee and create Student Nutrition Advisory Committee (SNAC) at each site.</p>		<p><u>X</u> <u>ALL</u> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	None
<p>Explore the economic feasibility of the reduction of distance (3 miles to 2) for student transportation services.</p>		<p><u>X</u> <u>ALL</u> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	None
<p>Expand Cadet Core and ROTC to parent choice sites.</p>		<p><u>X</u> <u>ALL</u> OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	\$20,000 LC02 0400 0965

GOAL:	3. Parents, families and the community will become more fully engaged as partners in educational services and policy.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ X 5__ X 6__ X 7__ 8__ X COE only: 9__ 10__ Local : Specify _____
Identified Need :	Community outreach Parent forums annually Media Specialists trained to assist parents in accessing parent portal on School City Electronic media to foster greater access for parents to district information Parent Center available at the district level to coordinate resources for parents Conduct surveys to determine areas of need on servicing the parents of our community		
Goal Applies to:	Schools:	All	
Goal Applies to:	Applicable Pupil Subgroups:	All	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Increase parent attendance and involvement in DELAC and DAC <i>Local Metric: Parental Involvement/ Attendance at meetings, district surveys, Let's Talk usage reports</i> <i>Metric: Student Achievement: Student performance on CAASPP, API Growth and Subgroup performance</i> <i>Metric: Student Engagement/ School attendance rates</i> 2. Provide parents greater access to district resources and staff <i>Local Metric: Parental Involvement/ DELAC and DAC feedback, Let's Talk usage reports, parent surveys, WASC interview data</i> <i>Metric: School Climate/ LEA plan, SSC activities, and DELAC/ ELAC activities</i> 3. Increased involvement of parents <i>Local Metric: Parental Involvement/ DELAC and DAC feedback, Let's Talk usage reports, parent surveys, WASC interview data</i> <i>Metric: Other Student Outcomes/ Parental attendance at academic events or challenges</i> 4. Provide for greater access to district information for all parents <i>Metric: Parental Involvement/ Let's Talk usage reports. Williams report</i> 		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Employ a Community Public Relation Specialist Foster the local goal to attract and retain VVUHS students		<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$100,000 LC03 0400 2220
Hold four parent forums annually		<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	<i>none</i>
Train Media Specialist to assist parents with the use of the School City portal and Let's Talk		<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	<i>none</i>
Continue use of Let's Talk, a 24/7 two way communication system to increase parental access to district resources and staff		<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$21,000 LC03 0400 5808
Open a district parent center		<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$40,000 LC03 0400 6480 4310
Encourage parent attendance at district meetings, both educational and informational at school sites and at the district level		<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$2,000 LC03 0400 2130

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><i>Conduct an annual parent survey to reassess needs and identify priorities</i></p>		<p><u>X</u> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____</p>	<p><i>none</i></p>

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:

1. Increase parent attendance and involvement in DELAC and DAC
Local Metric: Parental Involvement/ Attendance at meetings, district surveys, Let's Talk usage reports
Metric: Student Achievement: Student performance on CAASPP, API Growth and Subgroup performance
Metric: Student Engagement/ School attendance rates
2. Provide parents greater access to district resources and staff
Local Metric: Parental Involvement/ DELAC and DAC feedback, Let's Talk usage reports, parent surveys, WASC interview data
Metric: School Climate/ LEA plan, SSC activities, and DELAC/ ELAC activities
3. Increased involvement of parents
Local Metric: Parental Involvement/ DELAC and DAC feedback, Let's Talk usage reports, parent surveys, WASC interview data
Metric: Other Student Outcomes/ Parental attendance at academic events or challenges
4. Provide for greater access to district information for all parents
Metric: Parental Involvement/ Let's Talk usage reports. Williams report

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Employ a Community Public Relation Specialist Foster the local goal to attract and retain VVUHS students		<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$100,000 LC03 0400 2220
Hold four parent forums annually		<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	none
Train Media Specialist to assist parents with the use of the School City portal and Let's Talk		<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	none

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue use of Let's Talk, a 24/7 two way communication system to increase parental access to district resources and staff		<u>X</u> <u>ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$21,000 LC03 0400 5808
Maintain a district parent center		<u>X</u> <u>ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$10,000 LC03 4310
Encourage parent attendance at district meetings, both educational and informational at school sites and at the district level		<u>X</u> <u>ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$2,000 LC03 0400 2130
Conduct an annual parent survey to reassess needs and identify priorities		<u>X</u> <u>ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	none

LCAP Year 3 2017-18

Expected Annual Measurable Outcomes:

1. Increase parent attendance and involvement in DELAC and DAC
Local Metric: Parental Involvement/ Attendance at meetings, district surveys, Let's Talk usage reports
Metric: Student Achievement: Student performance on CAASPP, API Growth and Subgroup performance
Metric: Student Engagement/ School attendance rates
2. Provide parents greater access to district resources and staff
Local Metric: Parental Involvement/ DELAC and DAC feedback, Let's Talk usage reports, parent surveys, WASC interview data
Metric: School Climate/ LEA plan, SSC activities, and DELAC/ ELAC activities
3. Increased involvement of parents
Local Metric: Parental Involvement/ DELAC and DAC feedback, Let's Talk usage reports, parent surveys, WASC interview data
Metric: Other Student Outcomes/ Parental attendance at academic events or challenges
4. Provide for greater access to district information for all parents
Metric: Parental Involvement/ Let's Talk usage reports. Williams report

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Employ a Community Public Relation Specialist Foster the local goal to attract and retain VVUHSD students		<u>X</u> <u>ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$100,000 LC03 0400 2200
Hold four parent forums annually		<u>X</u> <u>ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	none
Train Media Specialist to assist parents with the use of the School City portal and Let's Talk		<u>X</u> <u>ALL</u> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	none

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue use of Let's Talk, a 24/7 two way communication system to increase parental access to district resources and staff		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$21,000 LC03 0400 5808
Maintain a district parent center		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$10,000 LC03 0400 4310
Encourage parent attendance at district meetings, both educational and informational at school sites and at the district level		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$2,000 LC03 0400 2130
Conduct an annual parent survey to reassess needs and identify priorities		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	none

Annual Update

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

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

<p>Original GOAL from prior year LCAP:</p>	<p>1. Increase the number of pupils who are on track to graduate from VVUHSD college and career ready</p>		<p>Related State and/or Local Priorities: <u>1</u> <u>X</u> <u>2</u> <u>X</u> <u>3</u> <u>X</u> <u>4</u> <u>X</u> <u>5</u> <u>X</u> <u>6</u> <u>X</u> <u>7</u> <u>X</u> <u>8</u> <u>X</u> COE only: 9__ 10__ Local : Specify _____</p>
<p>Goal Applies to:</p>	<p>Schools: All</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>1. Increase the number of pupils who are on track to graduate from VVUHSD college and career ready <i>Metric: Student Achievement/ Performance on SBAC, Graduation Rate, Graduates completing UC/CSU Required Courses, AP Enrollment, AP pass rates, EAP results</i> <i>Metric: Course Access/ Aeries data on course enrollment</i> <i>Local Metric: Student Achievement/ Semester grades</i></p> <p>2. Establish baseline graduation rates for the following sub-groups: Hispanic, Asians, Filipino, African American, White, English Learners, Special Ed Low Income and Foster Youth <i>Metric: Student Achievement/ Performance on SBAC tests, API Growth and Subgroup performance, Graduation rates, Graduates Completing UC/CSU Required Courses</i></p> <p>3. Reduction in the Dropout rate by 2% for all sub-groups <i>Metric: Middle School Dropout rate. High School Dropout rate, High School Graduation rate</i></p> <p>4. Increase pupil attendance by 2% <i>Metric: Student Engagement/ School Attendance, Chronic Absenteeism rates</i></p> <p>5. Reduce the number of suspensions by 2.92% <i>Metric: Student Engagement/ Student Suspension rates</i></p> <p>6. Increase CAHSEE pass rate for grade 10 by 4%, for Grades 11 and 12 by 7% <i>Metric: Student Achievement/ CAHSSEE pass rate data</i></p> <p>7. Establish a baseline for pupils enrolled in A-G classes <i>Metric: Student Achievement/ Graduates Completing UC/CSU Required Course</i></p>	<p>Actual Annual Measurable Outcomes:</p>	<p>We are in the process of establishing our graduation baselines based on the 2014-15 school year.</p> <p>We have received feedback from our students that indicates that they feel that the sites provide a good educational foundation. The aspects that need attention are centered on adult and student relationships and school climate issues.</p> <p>Attendance data shows a 2.7% increase.</p> <p>CAHSEE data trends for the past three years indicate that there is growth for all sub-groups of students in both ELA and Math.</p> <p>We have established the baseline of AP classes and for students enrolled in A-G classes. We had an increase in the number of classes offered. VVUHSD also saw an increase in the number of students taking the AP exams, but there was no increase in the number of students passing with a "3" or better. We have established our baseline for AP enrollment and pass rates.</p> <p>Three comprehensive High Schools and two Parent Choice sites have Destination College advisors.</p> <p>We have established the baseline for the number of students who are receiving a letter grade of D or F at 27%.</p> <p>CAASP results are not available at the time of writing the LCAP.</p> <p>Two full Professional Development days were provided for all ELA and Math Teachers. Weekend seminars were provided for NGSS as well as one full day of professional development. Overwhelmingly, (99%) teacher feedback and evaluation indicates that teachers felt that the professional development was valuable and meaningful.</p>

Local Metric: Aeries data on enrollment

8.Establish a baseline for AP enrollment

Metric: Student Achievement/ Graduates Completing UC/CSU Required Course

Local Metric: Aeries data on enrollment

9.Increase AP pass rate by 2%

Metric: Student Achievement/ Share of students enrolled in AP courses

10.Establish baseline to monitor the rate of college bound pupils

Metric: Student Achievement/ Graduates Completing UC/CSU Required Courses

11.Continue partnership with UC Berkeley Chancellor’s Office for Destination College

Local Metric: Contract with Destination College/ Student Surveys

12.Pupils provide their voice through forums and surveys

Local Metric: School Climate/ Student Surveys

13.Establish the baseline of % of pupils attaining proficiency as measured by CASPP in grades 7,8, and 11 in ELA and Math

Metric: Student Achievement/ Performance on CAASPP, API Growth and Subgroup Performance

14.Maintain and expand pupil internship opportunities through ROP

Local Metric: ROP/ CTE enrollment data and Perkins Grant data

15. 5 FTE intervention teachers to work with at promise pupils

Metric: Student Achievement/ CAASPP, API Growth and Subgroup Performance

16.Establish the baseline for the number of pupils receiving a letter grade lower than C- in both ELA and Math

Local Metric: Aeries achievement data for ELA and Math

New math materials were adopted for Grades 7 and 8 and will be ready for the start of the year. In addition, Math Integrate I, II, and III will start 2015-16 with pilot materials.

Six intervention teachers are employed to work with our at risk students.

Two additional sites added PBIS for their campuses.

Our district employed both an ELA and Math Coordinator who provided two days of professional development, academic support to department chairs and teachers and in classroom coaching and planning time.

Counselors in the district received three full days of training on the national standards.

We have the employment of the additional counselor at each site that has eased our student to counselor ratio.

We implemented a pilot of Edmentum at our continuation high school this year. We also revamped our credit recovery program, APEX, and provided training for teachers and worked with the company to monitor data.

We do not have an outreach program in place at neither the high school, nor the middle school.

Collaboration time was a negotiated item and was instituted district-wide in February of 2015.

A Data Wall is only present at one of our district sites.

VVUHS has an EL Coordinator that serves our district and works closely with site coordinators. ELD teachers received a day of training on the new ELD standards.

We had an increase in the number of parents attending CABE.

We reclassified 181 students this year with the establishment of new reclassification criteria. It was a substantial improvement over previous years.

Currently, we have not begun offering after school and Saturday support for our English Learner students.

The first monitoring forms for reclassified EL students were sent out in April.

We have purchased translation devices and began the use of Let’s Talk to better reach out to our parents.

Our Foster Liaison attended county meetings to better

understand her role.

District management has attended trainings at the county level on servicing the needs of Foster Youth, but in district training has not happened. Our Homeless / foster youth staff attended conferences.

Foster Youth are provided items as needed through our central enrollment center.

District administrators attended various ACSA academies during the year and one principal attend the Harvard Summer Program.

270 of our teachers were trained in the use of 6+1 Traits of writing in all curricular areas. Administrators took a three day training as well on the 6+! Traits of Writing.

Currently, eleven teachers have signed up for Advanced Placement training for this summer.

We did purchase and utilize the electronic database this academic year providing access at school and home for student research.

Our district is now able to allow teachers' access to UTUBE.

Technology upgrades have occurred at the district office and Victor Valley High School. Students have increased access to the internet through the installation of one site's new server and the addition of 250 internal and external access points.

We purchases 1,350 Chromebooks with several hundred more on order.

VVUHSD employed two FTE Technology Specialists and brought back from the 39 month list four Computer Info System Techs.

We initially began the year with Synced Solutions for the pacing guides and now have moved to Rigorous Curriculum Design.

We explored the possibility of new materials for content areas. Sites in their SPSA started the purchase of these items.

VVUHSD did purchase items to assist severely handicapped children throughout the day.

GOAL #1 LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<i>Provide ongoing professional development for teachers to align instructional practices to the CCSS</i>	\$16,000 \$10,000 CCSS	<i>Two full Professional Development days were provided for all ELA and Math Teachers. Weekend seminars were provided for NGSS as well as one full day of professional development.</i>	\$1,950 \$38,721 \$5,022 7405 5808 1140 1130 Total: \$45,693
Scope of service:	All	Scope of service:	All
X ALL		X ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	

GOAL #1 LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
<i>Provide standards-aligned instructional materials to support classroom implementation of CCSS</i>		\$0	<i>We had planned to look into adoption of math materials. Instead, we adopted Go Math for Grades 7 and 8. We also secured pilot materials for 2015-16 for 16 teachers of Integrated I, II, and III Math classes.</i>	
			\$3,872 7405 1140 3XXX \$509,615 7405 4110 \$22,436 7405 4310 \$30,768 7405 43110 Total: \$566,691	
Scope of service:	All		Scope of service:	All
X ALL			X ALL	
OR:	<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR:	<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____
Employ six FTE Intervention Teachers		\$450,000	Four Intervention teachers work closely with the newly hired Intervention Counselors to improve student achievement and behavior.	
			\$ 344,374 3010	
Scope of service:	All		Scope of service:	AHS, SHS, HJHS, LLA

GOAL #1 LCAP Year: 2014-15					
Planned Actions/Services		Actual Actions/Services			
		Budgeted Expenditures	Estimated Actual Annual Expenditures		
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Explore Multi-tier system of support and train district leadership		\$15,000 4035	This training will follow after district and site plans are in place to fully implement PBIS.		\$0
Scope of service:	All		Scope of service:	All	
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Provide job-embedded coaching support for the implementation of CCSS in both ELA and Math		\$190,000 3010	An ELA/ Intervention and a Math/ Intervention Coordinators were hired to support the efforts of teachers in the classrooms.		\$ 249, 058 3010 4305 1316 3XXX
Scope of service:			Scope of service:		
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Provide professional development for all counselors in the National Standards for Counseling Professionals		\$15,000 3010	VVUHSD offered counselors three full days of professional development on the National Standards for Counseling Professionals.		\$ 15,000 3312 5808
Scope of service:			Scope of service:		

GOAL #1 LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
X ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		X ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
Provide academic and career counseling to assist pupils	\$560,000 3010	7 FTE Counselors were employed by the district to work with our at promise youth and to support a college going culture.	\$ 569,743 3010
Scope of service: CIMS, AHS, VVHS, SHS, HJHS, LLA		Scope of service: CIMS, AHS, VVHS, SHS, HJHS, LLA	
__ ALL OR: X Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		__ ALL OR: X Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
Provide additional support for low income, at promise pupils at the high school sites	\$107.000 3010	High School and Parent Choice campuses purchased APEX. Teachers received training and district personnel worked to ensure protocols and support were in place to facilitate appropriate use of APEX for our students who needed credit recovery courses. The district purchased and supported the	\$125,463 3010 Site funds \$14,063 3010 district pilot Total: \$139,526
Scope of service: AHS, CIMS, SHS, UP, VVHS, GEC		Scope of service: AHS, CIMS, SHS, UP, VVHS	
__ ALL OR: X Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		__ ALL OR: X Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
Provide a Bridge Program for identified incoming low income at promise pupils (Grade 7) at middle schools during summer	\$36,000 3010	We will begin our outreach program in the coming year.	\$0
Scope of service: HJHS, LLA		Scope of service: HJHS, LLA	

GOAL #1 LCAP Year: 2014-15					
Planned Actions/Services		Actual Actions/Services			
		Budgeted Expenditures	Estimated Actual Annual Expenditures		
<input checked="" type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____			<input checked="" type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		
Provide a Bridge Program for identified incoming low income at promise pupils (Grade 9) at Comprehensive HS		\$36,000 3010	We will begin our outreach program in the coming year.		\$0
Scope of service:	AHS, SHS, VVHS		Scope of service:	AHS, SHS, VVHS	
___ ALL OR: <input checked="" type="checkbox"/> Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____			___ ALL OR: <input checked="" type="checkbox"/> Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		
Institute weekly teacher collaboration time to promote greater pupil achievement		\$0	Collaboration time was a negotiated item and went into effect in February of 2015.		\$0
Scope of service:	All		Scope of service:	All	
<input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____			<input checked="" type="checkbox"/> ALL OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____		
Each site will create a data wall for the monitoring of low income at promise learners		\$0	Currently, one site has fully implemented the use of data wall for monitoring at promise student achievement.		\$0
Scope of service:	All		Scope of service:	LLA	

GOAL #1 LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Annual Expenditures
__ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		__ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
<i>Employ an EL Coordinator to specifically support ELD 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</i>	\$90,000 3010	<i>An EL Coordinator was hired. She works supervising the efforts of the site coordinators and has provided training for ELD teachers.</i>	\$97,322 7090 /Title III
Scope of service: All		Scope of service: All	
__ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		__ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
<i>Professional Development for assisting English Learners in accessing CCSS ELA and Math (such as Kate Kinsella) and content areas</i>	\$20,000 3010	<i>The EL Program was not able to provide this training this year.</i>	\$0
Scope of service: All		Scope of service: All	
__ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		__ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

GOAL #1 LCAP Year: 2014-15					
Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
Sustain CCSS training for parents of ELAC and DELAC		\$15,000 General Fund 5200	DELAC has grown in size this year. ELACs are flourishing at many of our sites. Through site and district funding, more parents were able to attend CAFE this year. DELAC parents received training regarding the LCAP, EIA carryover, CCSS and various other topics.		\$ 6,500 7090 4203 5886 5220 General fund
Scope of service:	All		Scope of service:	All	
__ ALL OR: __ Low Income pupils <input checked="" type="checkbox"/> English Learners __ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			__ ALL OR: __ Low Income pupils <input checked="" type="checkbox"/> English Learners __ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
Improve the rate of reclassification of EL Pupils by 2% annually		\$0	The rate of redesignation doubled this year for VVUHSD.		\$0
Scope of service:	All		Scope of service:	All	
__ ALL OR: __ Low Income pupils <input checked="" type="checkbox"/> English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			__ ALL OR: __ Low Income pupils <input checked="" type="checkbox"/> English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
Monitor EL pupil achievement at grading intervals for intervention and reclassification by Intervention Counselors		\$0	The district implemented a process to review students' grades quarterly. Counselors and administrators set up appointments to discuss student achievement. VVUHSD generates the list of possible candidates for redesignation and provides that to the site EL coordinators.		\$0
Scope of service:	All		Scope of service:	All	

GOAL #1 LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
		Budgeted Expenditures		Estimated Actual Annual Expenditures
__ ALL OR: __ Low Income pupils <input checked="" type="checkbox"/> English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			__ ALL OR: __ Low Income pupils <input checked="" type="checkbox"/> English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
Provide EL afterschool and Saturday academies to assist at promise EL Pupils		\$15,000 Gen Fund	This service was not begun this year.	
Scope of service:	All		Scope of service:	All
__ ALL OR: __ Low Income pupils <input checked="" type="checkbox"/> English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			__ ALL OR: __ Low Income pupils <input checked="" type="checkbox"/> English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
Closely monitor R-FEP pupil achievement at 6, 12, 18 and 24 month intervals to replace current practices		\$0	The first monitoring forms were sent to the sites in April 2015.	
Scope of service:	All		Scope of service:	All
__ ALL OR: __ Low Income pupils __ English Learners __ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			__ ALL OR: __ Low Income pupils __ English Learners __ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
Increase and improve parent communication and support to parents of R-FEP academic struggles		\$0	VVUHSD purchased interpretation devices to facilitate communication with our Spanish-speaking population. All LCAP meeting offered translation for parents. Two sites have parent engagement outreach coordinators.	
Scope of service:	All		Scope of service:	All

GOAL #1 LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
__ALL OR: __Low Income pupils __English Learners __Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__ALL OR: __Low Income pupils __English Learners __Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
<i>Intervention Counselors conduct academic chats after administration of CAHSEE for R-FEPS who did not maintain proficiency</i>	Salary/ Intervention counselors	<i>CAHSEE achievement rates for English Learners have improved for the district. R-FEP passage rates are higher than any other sub-group.</i>	Salary/ Intervention counselors
Scope of service: All		Scope of service: All	
__ALL OR: __Low Income pupils __English Learners __Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__ALL OR: __Low Income pupils __English Learners __Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
<i>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</i>	\$2,500 General Funds	<i>Our Enrollment Manager attended conferences and county trainings to ensure she knew the requirements for meeting the needs of our district foster youth.</i>	\$2,522 5220 3010
Scope of service: All		Scope of service: All	
__ALL OR: __Low Income pupils __English Learners <input checked="" type="checkbox"/> Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__ALL OR: __Low Income pupils __English Learners <input checked="" type="checkbox"/> Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

GOAL #1 LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Professional Development on homeless and foster youth provided by SBCSS	\$2,500 Gen Funds	As a district, we set up a process for identification of foster youth. Our LCAP Director, Asst. Superintendent of Ed Services, our foster youth liaison, and Enrollment manager attend various county trainings to ensure the district was developing a plan to meet the needs of foster youth.	\$0
Scope of service: All		Scope of service: All	
<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Provide Foster Youth with needed school supplies upon identification	\$0	Foster Youth are provided with school supplies and a backpack upon enrollment.	\$0
Scope of service: All		Scope of service: All	
<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Provide administrators leadership training	\$15,000 4035	During the 2014-15 year, one principal attended Harvard Summer Program and many district and site administrators were able to hone their leadership skills through ACSA Academies such as Fiscal, Personnel and the Superintendent and LCAP Academies.	\$20,258 4035
Scope of service: All		Scope of service: All	

GOAL #1 LCAP Year: 2014-15					
Planned Actions/Services		Actual Actions/Services			
		Budgeted Expenditures	Estimated Actual Annual Expenditures		
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Train cadre of teachers and administrators in utilizing writing and literacy skills in all disciplines to support pupils in A-G Courses		\$74,300 CCSS	8 teachers and 12 administrators received three days of training. Approx. 270 teachers received two days of training. In addition, VVUHS D offered content area teachers three webinars during the course of the year.		\$69,315 3010 4035 7090 5220 5808
Scope of service:	All		Scope of service:	All	
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Ensure HS SPSA reflect inclusion of training for AP teachers to increase offers and improve pupil passing		\$0 Site funded	VVUHS D's comprehensive high school and parent choice schools have included AP training in their SPSAs. Eleven teachers currently are enrolled to attend summer training.		\$0 Site funded
Scope of service:	AHS, CIMS,SHD, UP, VVHS		Scope of service:	AHS, CIMS,SHD, UP, VVHS	
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		

GOAL #1 LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Provide electronic databases for increased access to expository texts	\$27,000 3010	VVUHSD purchased Gale Student Resources. It enables students to have access to a substantial amount of expository resources and provides both home and school access.	\$21,323 7405 5808	
Scope of service:	All	Scope of service:	All	
X ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		X ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
Evaluate filter controls to increase pupil and teacher access to internet resources	\$0	VVUHSD discovered a great need for teachers to have access to instructional videos on UTUBE. We were able to provide that for teachers. We remain committed to exploring greater access for teachers and students.	\$0	
Scope of service:	All	Scope of service:	All	
X ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		X ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
Provide necessary increases to infrastructure technology and bandwidth to prepare for CCSS and college readiness	\$400,000 CCSS	The district installed hot spots and two servers at sites to support SBAC testing and student instructional use of carts throughout the respective sites.	\$457,848 7405 6450	
Scope of service:	All	Scope of service:	All	
X ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		X ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		

GOAL #1 LCAP Year: 2014-15					
Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Annual Expenditures
Purchase devices for pupil use during testing and in classrooms testing reducing ratio to 1:1		\$170,000 CCSS	Through a combination of funding at the site and district levels the previous year, VVUHS D advanced beyond the goal of having student: device ratio of 3:1. We are currently at a 2:1 ratio with the total purchase of devices at 1260.		\$0
Scope of service:	All		Scope of service:	All	
<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
Increase technical support for sites		\$110,000 Gen Funds 2000	Two FTE Technology Specialist were employed to assist with our expanding technology base. In addition, the Board choose to bring back four positions of Computer Information System Technicians. (Not included in dollar amount) The department has become more responsive and was able to assist with SBAC testing without major glitches.		\$ 114.344 General Fund 2000
Scope of service:	All		Scope of service:	All	
<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
Purchase devices/ laptops for teachers		\$50,000 CCSS	VVUHS D purchased approx. 115 teacher devices for classroom use.		\$49,4733 7405 4340 5840
Scope of service:	All		Scope of service:	All	

GOAL #1 LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Release time for teachers to refine and improve district pacing guides in ELA and Math		\$30,000 CCSS	Initially, VVUHSD was working with a digital pacing guide. Teachers selected to craft units of study using the Rigorous Curriculum Design process. Many more hours have gone into the creation of units in both English Language Arts and Mathematics. In order to assist Math teachers in creating the units, the district purchased MARS tasks, performance tasks.	
Scope of service:	All		Scope of service:	All
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Provide teachers and pupils the necessary materials to engage in project-based learning (PBL) in A-G Courses		\$0	VVUHSD planned t and did look into items to purchase to institute project-based learning (PBL). The creation of the new units of study will lead to future purchases as we begin the implementation of PBL.	
Scope of service:	AHS, CIMS, SHS, UP, VVHS		Scope of service:	AHS, CIMS, SHS, UP, VVHS
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
			\$ 19,659 7405 1140 \$12,000 7405 5808 Total: \$31,659	

GOAL #1 LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Provide PD opportunities for differentiation of instruction to meeting the varied learning needs of all pupils in A-G Courses		\$15,000 3010	Professional Development was purchased for district staff in the area of Special Education in order to prepare for opportunities to differentiate for students based upon need. \$617.00 7405 4310	
Scope of service:	AHS, CIMS, SHS, UP, VVHS		Scope of service:	AHS, CIMS, SHS, UP, VVHS
<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____			<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	
Purchase additional instructional materials to assist Moderate to severely disabled access the CCSS		\$0	Items such as bean bags and mats were purchased to allow students freedom from wheel chairs and greater movement opportunities. \$1299.00 3010 4310	
Scope of service:	All		Scope of service:	All
__ ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify) <u>Special Education</u>			__ ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify) <u>Special Education</u>	

<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>As a district, VVUHSD has moved from a focus on the Common Core State Standards and more towards student achievement. As our teachers have been afforded multiple opportunities to explore the standards, Depth of Knowledge and Gradual Release of Responsibility models this year, the need to create units of study that are data-driven and provide common formative assessments will lead our collaboration and discussion next year. Moving forward, more time for teacher-created units and the refinement process of those units will require more money spent. In addition, there is support for moving forward in the History and Science content areas with the creation of units. VVUHSD looks forward to the opportunity to tap the expertise we have in the district to create meaningful units of study for our students and teachers.</p> <p>The writing of this document does not correspond to the release of student achievement data. While there are</p>
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some encouraging data points such as CAHSEE trending data, there seems to be a real struggle in the district to move to conceptual mathematics instruction. D and F list data for Integrated Math I and II indicates a need to work with instruction in these areas. Additional funding will be allotted for math professional development. Our comprehensive high schools are being encouraged to use Title I funds to reduce class sizes for these classes. We will purchase MARS tasks to assist the teachers in understanding student assessment.

Community sentiment in the district is seeking to maintain a balance between college and career readiness. There will be additional funding support provided for our ROP / CTE programs due to pending state cuts to the programs for the coming years. We are reviewing attendance in certain courses and exploring new courses to align with 21st century skills. It is our district goal to have students leave us both career and college ready so whatever avenues they pursue, they will meet success.

While we offered various webinars for our teachers this year, we have not seen the level of 6+1 Traits of Writing that we would like to see. Therefore, we will increase teachers support through continued professional development by Educational Northwest. Two full days will be offered prior to the start of the new academic year. We created a Professional Learning Committee that has helped us shape and define the professional learning opportunities for the August dates. We will continue to work with the committee to provide additional opportunities that align to the learning needs of our teachers.

An evaluation of where we are in our progress to reach a one device to one student ratio will be undertaken this summer as well as refining our needs for infrastructure. This will assist us in making more complete decisions regarding technology and **will assist us in guiding the crafting of site SPSA's to ensure we reach our goals.**

<p>Original GOAL from prior year LCAP:</p>	<p>2. Promote pupil engagement and achievement in a safe, respectful well maintained and equipped school learning environment</p>		<p>Related State and/or Local Priorities: 1__ 2__ 3__ 4__ <u>X</u> 5__ <u>X</u> 6__ <u>X</u> 7__ 8__ <u>X</u> COE only: 9__ 10__ Local : Specify _____</p>
<p>Goal Applies to:</p>	<p>Schools: All</p>	<p>Applicable Pupil Subgroups: All</p>	
<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. Establish baseline for pupil attendance and increase by 3% <i>Metric: School Climate/ School Attendance rates, Chronic Absenteeism</i> 2. Reduce the number of suspensions by 2.92% <i>Metric: School climate/ Suspension and Truancy rates</i> 3. Pupils will receive high quality first instruction <i>Metric: CCSS Implementation/ Access to materials for all students</i> 4. Supplemental CCSS materials available for pupil use <i>Metric: Basic Services / Student access to standards-aligned instructional materials</i> <i>Metric: CCSS Implementation/ Access to materials for all students</i> 5. Teachers and pupils will have the necessary materials to engage in project-based learning <i>Metric: Basic Services / Students access to standards-aligned instructional materials</i> <i>Metric: Implementation of CCSS for all students</i> <i>Metric: Student Engagement / School Attendance rates, Chronic Absenteeism, Middle School Dropout rates, High School Dropout Rates, High School Graduation rates</i> 6. Monitor and establish a baseline for the number of university Field trips (minimum of one for each middle and comprehensive high school) <i>Metric: School Climate / School Suspension and Expulsion rates</i> 7. Increased access to counseling staff as measured by number of direct support (4 yearly) <i>Metric: Student Achievement/ Students completing UC/</i> 		<p>Actual Annual Measurable Outcomes:</p> <p>District attendance was monitored and there was an increase of 2.7%.</p> <p>District suspensions have remained consistent with no marked change from 2013-14. The rate of suspension for African Americans is closely monitored by the district, and there has been no change in the percentage of these students who are suspended.</p> <p>Student materials were purchased for Grade 7-8 Math and additional materials CCSS-aligned were purchased for Spanish IV, Physics, and Social Science. In addition, 16 classrooms will pilot Integrated I, II and III Carnegie and CPM math materials in August through the first semester of instruction (2015-16).</p> <p>A baseline was established to determine the number of trips to a university taken by our students.</p> <p>With additional purchases from both the district and sites levels, we are now at a 2:1 ratio on technology. Installation of hot spots and the purchase of two servers have shored up our infrastructure. Additional installations this summer will ensure the necessary bandwidth and infrastructure. We are moving towards becoming a Google District and gradually, students and teachers are employing the use of google accounts for instruction.</p> <p>Student surveys did not indicate a dissatisfaction with site maintenance and technology access. There seemed to be no student concerns regarding access to technology and the administration of the SBAC went smoothly.</p> <p>While system delivery of the SBAC caused a substantial delay in VVUHSD district interim testing opportunities for students, each site experienced some interim testing using the IABs on SBAC as well as completed the summative</p>

	<p><i>CSU required courses</i> Metric: Student achievement/ CAASPP performance data</p> <p>8. Device to pupil ratio will decrease from 1:6 to 1:5 district-wide <i>Metric: Student achievement/ Performance on CAASPP testing</i></p> <p>9. 75% of teachers will have laptops/devices for instructional use with pupils <i>Metric: School Climate/ Staff surveys</i></p> <p>10. Pupils will take the CAASPP interim and summative assessments <i>Metric: Pupil Achievement/ CAASPP performance data / participation rate/ AYP</i></p> <p>11. Pupils experience cleaner campuses as evidenced by survey <i>Metric: Basic Services / facilities in good repair</i></p> <p>12. Complete necessary improvement to bandwidth and infrastructure to enhance pupil access <i>Metric: Basic Services/ Student Surveys</i></p>		<p>SBAC assessment. At the time of writing, the participation rates for both middle and high school were not available. VVUHSD experienced a 1.5% increase in our Chronic Absenteeism rate. This coupled with our declining enrollment over the past three years, has motivated VVUHSD to commit to attracting and retaining students. Goal 2 is a pivotal part of that district goal.</p>
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GOAL #2 LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<i>Educational Study Trips</i>	\$21,000 3010	<i>No requests for field trips were received.</i>	\$0
Scope of service: All		Scope of service: All	
<input checked="" type="checkbox"/> <u>X</u> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		<input checked="" type="checkbox"/> <u>X</u> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	

GOAL #2 LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Focus on pupil engagement in classroom with PD on CCSS ELA Speaking and Listening Anchor Standards	\$10,000 CCSS	<i>This training did not occur as a separate training. We offered teachers a one on one coaching opportunity as part of a larger contract with Kagan on Cooperative Learning. A national coach was on VVUHSD campuses for three weeks in the early fall of 2014.</i>	\$0
Scope of service: All		Scope of service: All	
<u> </u> <input checked="" type="checkbox"/> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____		<u> </u> <input checked="" type="checkbox"/> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	
Expand PBIS to all sites	\$ 10,000 CCSS	<i>Two additional sites took the PBIS training offered through SELPA.</i>	
Scope of service: All		Scope of service: All	
<u> </u> <input checked="" type="checkbox"/> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____		<u> </u> <input checked="" type="checkbox"/> ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	
Create an improved SST process that focuses on intervention	\$0	<i>The SST form and process were reformatted in the late fall of 2014 and have been in place at the sites since that time.</i>	\$0
Scope of service: All		Scope of service: All	

GOAL #2 LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<input checked="" type="checkbox"/> _X_ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> _X_ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
<i>CWA workshops on suspensions, expulsions and other means of correction</i>	\$0	<i>One workshop was held for assistant principals and deans on the topic of discipline.</i>	
Scope of service: All		Scope of service: All	
<input checked="" type="checkbox"/> _X_ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> _X_ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
<i>Focus on pupil engagement in classrooms with PD on CCSS-ELA Speaking and Listening Anchor Standards</i>	\$10,000	<i>VVUHSD offered teachers an opportunity to receive coaching from a national Kagan coach during the period of Sept to October.</i>	\$21,000
Scope of service: All		Scope of service: All	
<input checked="" type="checkbox"/> _X_ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> _X_ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

GOAL #2 LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<i>Conduct walkthroughs to monitor implementation of Cooperative Learning strategies in classrooms district-wide</i>		\$0	<i>Each site experienced a Continuous Improvement Walk through by district and suite personnel. In addition, each site and a LCAP Walkthrough that focused specifically on four of the 8 state priorities.</i>
Scope of service:	All	Scope of service:	All
<u> </u> X ALL		<u> </u> X ALL	
OR:		OR:	
<u> </u> Low Income pupils <u> </u> English Learners		<u> </u> Low Income pupils <u> </u> English Learners	
<u> </u> Foster Youth <u> </u> Redesignated fluent English proficient		<u> </u> Foster Youth <u> </u> Redesignated fluent English proficient	
<u> </u> Other Subgroups:(Specify)_____		<u> </u> Other Subgroups:(Specify)_____	
<i>Monitor Suspension and expulsion rates</i>		\$0	<i>VVUHSD monitored the suspension and expulsion rates with goal setting taking place at the Principals' Roundtable. We have formed an Ed Equity Committee to address the issues of suspension and expulsion and focus on other means of correction.</i>
Scope of service:	All	Scope of service:	All
<u> </u> X ALL		<u> </u> X ALL	
OR:		OR:	
<u> </u> Low Income pupils <u> </u> English Learners		<u> </u> Low Income pupils <u> </u> English Learners	
<u> </u> Foster Youth <u> </u> Redesignated fluent English proficient		<u> </u> Foster Youth <u> </u> Redesignated fluent English proficient	
<u> </u> Other Subgroups:(Specify)_____		<u> </u> Other Subgroups:(Specify)_____	
<i>Evaluate district internet filter controls to increase pupil and teacher access to internet resources</i>		\$0	<i>The district was able to meet the needs of teachers in allowing access to UTUBE for instructional issue in the classrooms.</i>
Scope of service:	All	Scope of service:	All

GOAL #2 LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<input checked="" type="checkbox"/> _X_ ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> _X_ ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Conduct pupil forum to monitor pupil engagement	\$0	Pupil forums were held at all of our sites and students took either a paper or online survey.	\$0
Scope of service: All		Scope of service: All	
<input checked="" type="checkbox"/> _X_ ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> _X_ ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Continue partnership with IT'S A GAS TO GO TO CLASS with Victorville Motors	\$0	Teachers and students with perfect attendance were able to participate in the raffle for a new car.	\$0
Scope of service: All		Scope of service: All	
<input checked="" type="checkbox"/> _X_ ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> _X_ ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

GOAL #2 LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<i>Provide training and support to move to a behavior support model for discipline</i>	\$15,000 Title II	<i>This professional development did not take place. We are still in the planning stages as to how to move forward in addressing student behaviors and creating positive supports for them.</i>	\$0
<input checked="" type="checkbox"/> _X_ ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> _X_ ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>As discussion ensued regarding the LCAP and as we considered and evaluated our progress, it became apparent that our committees and our parents wanted to promote engaged learning environments</p> <p>In light of an Office for Civil Rights district concern, it became necessary to accelerate the implementation of Positive Behavior Intervention Support (PBIS). . Students indicated that a positive relationship between adults and students would improve school climate. Ensuring that all district administrators are involved and committed to supporting PBIS will be our first step. This will be reflected in the next LCAP.</p> <p>At the district level an Ed Equity team is formed and begun the task of refining our district-wide discipline policy. Parents and students are an important part of the process for VVUHSD. The district is also working with the Equity Assistance Center out of WestEd to move forward towards the resolution of the OCR concerns. All district and site administration will commit to begin the journey towards cultural proficiency and support their staffs as they begin the full implementation of our On Campus Intervention and PBIS.</p>
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<p>Original GOAL from prior year LCAP:</p>	<p>3. Parents, families and the community will become more fully engaged as partners in educational services and policy.</p>		<p>Related State and/or Local Priorities: 1__ 2__ 3__ 4 <u>X</u> 5 <u>X</u> 6 <u>X</u> 7__ 8 <u>X</u> COE only: 9__ 10__ Local : Specify _____</p>
<p>Goal Applies to:</p>	<p>Schools: All</p>	<p>Applicable Pupil Subgroups: All</p>	
<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. Establish a baseline for parental participation by creating a database <i>Local Metric: Parental Involvement/ Attendance at meetings, district surveys, Let's Talk usage reports</i> <i>Metric: Student Achievement: Student performance on CAASPP, API Growth and Subgroup performance</i> <i>Metric: Student Engagement/ School attendance rates</i> 2. Provide parents greater access to district resources and staff <i>Local Metric: Parental Involvement/ DELAC and DAC feedback, Let's Talk usage reports, parent surveys, WASC interview data</i> <i>Metric: School Climate/ LEA plan, SSC activities, and DELAC/ ELAC activities</i> 3. Establish new community and business partnerships to promote internship opportunities for pupils <i>Local Metric: Parental Involvement/ DELAC and DAC feedback, Let's Talk usage reports, parent surveys, WASC interview data</i> <i>Metric: Other Student Outcomes/ Parental attendance at academic events or challenges</i> 4. Establish a baseline usage for parent communications utilizing "Let' Talk" <i>Metric: Parental Involvement/ Let's Talk usage reports.</i> 	<p>Actual Annual Measurable Outcomes:</p>	<p>VVUHSD recently (May) installed and made operational Let's Talk. Parent Surveys indicated a satisfaction with the education provided for VVUHSD students. Area of interest for parents centered on strengthening career paths for students and providing additional support for students in academics. District administrators have become active in community and service organizations building greater ties to the larger community.</p>

GOAL #3 LCAP Year: 2014-15					
Planned Actions/Services		Actual Actions/Services			
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Employ a Community Engagement Consultant		\$68,000 General Funds Object 5808	<i>We did not employ a parent engagement consultant. After LCAP discussions, the decision is to move in a different direction. The LCAP Committee has decided that a public relation specialist would assist the district in getting out the good word about our incredible students, staff and achievements.</i>		\$0
Scope of service:	All		Scope of service:	All	
<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
Hold community forums to discuss LCAP progress and seek additional input		\$0	<i>We held a LCAP forum for each of our sites and provided parents with online surveys.</i>		\$0
Scope of service:	All		Scope of service:	All	
<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
Increase communication regarding pupil achievement between home and school opening the Parent Portal on School City		\$0	<i>The parent portal was not opened on School City. Teachers and staff used Aeries as a means of communication.</i>		\$0
Scope of service:	All		Scope of service:	All	

GOAL #3 LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
<i>Purchase electronic media for two-way communication</i>	\$27,000 3010	<i>VVUHSD purchased Let's Talk and it was operational in May 2015.</i>	\$21,000 General Fund 5808
Scope of service: All		Scope of service: All	
<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
<i>Parent attendance at CABE and other trainings</i>	\$15,000	<i>More parents attended CABE both at the site and district level.</i>	
Scope of service: All		Scope of service: All	
__ALL OR: __Low Income pupils <u>X</u> English Learners __Foster Youth <u>X</u> Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__ALL OR: __Low Income pupils <u>X</u> English Learners __Foster Youth <u>X</u> Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
<i>Provide trainings for parents to assist parents in understanding our public school system</i>	\$0	<i>The Parent Center's opening was delayed until the following year. The original intent was to offer the classes through the Parent Center.</i>	\$0
Scope of service: All		Scope of service: All	

GOAL #3 LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
__ALL OR: __ Low Income pupils <input checked="" type="checkbox"/> English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		__ALL OR: __ Low Income pupils <input checked="" type="checkbox"/> English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
<i>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>	\$0	<i>VVUHSD has created a process to notify site counselor contacts regarding foster youth placement at the sites.</i>	\$0
Scope of service: All		Scope of service: All	
__ALL OR: __ Low Income pupils __English Learners <input checked="" type="checkbox"/> Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		__ALL OR: __ Low Income pupils __English Learners <input checked="" type="checkbox"/> Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
<i>EL Coordinator will work with site EL coordinators to monitor R-FEP pupils four times during a two year period</i>	\$0	<i>The monitoring began in April and will be done at 6 month interval and prompt parent communication.</i>	\$0
Scope of service: All		Scope of service: All	
__ALL OR: __ Low Income pupils __English Learners __ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		__ALL OR: __ Low Income pupils __English Learners __ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
<i>Open a district Parent Center</i>	\$40,000 General Fund	<i>Logistical issues have delayed the opening of a parent center. It is slated to open next year.</i>	\$0

GOAL #3 LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Scope of service: All		Scope of service: All	
<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
<i>Encourage parents attending meetings, both educational and informational at school sites, community forums. Post events to the district website. Use of Child Care</i>	\$2,000 General Fund	<i>We did not have a need to provide child care.</i>	\$0
Scope of service: All		Scope of service: All	
<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
<i>Conduct annual surveys of parents to reassess needs and priorities</i>	\$0	<i>We conducted the survey during the site community forum evenings both hard copy and online.</i>	\$0
Scope of service: All		Scope of service: All	
<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

VVUHSD is committed to supporting parents and reaching out to the greater community. Logistics prevented the opening of a parent center this year. Next year's budget reflects the carried over cost to open one. The LCAP Committee wished to draw attention to some of the outstanding accomplishments of the district and deemed it worthy to pursue a position for a public media specialist. The district goal to attract and retain students would be supported by the addition of this person to the staff. This change is noted in the 2015-16 LCAP.

We were able to initiate the "Let's Talk" as a forum to accelerate the process of getting questions and concerns to the correct person within the district thus alleviating frustration and wait time. We will begin to monitor the usage in the coming year.

We will continue to use Parent Forums as a means to reach out to our parents and community. One change that we will make is to tie the forums to other campus events to capture more parents. We will post on the website in the fall and the spring a parent survey to collect data for the drafting of the following years' LCAP.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$ <u>12,909,982</u>
<p>Victor Valley Union High School District chose to expend these supplemental and concentration funds district-wide. Professional Development and curriculum were a major focus of district activities. VVUHSD worked to ensure that teachers were provided professional learning opportunities in Common Core; specifically, the district focused on writing across the content areas, Depth of Knowledge and student engagement strategies. Low income and struggling students benefit greatly from having teachers able to meet their diverse learning needs. Teachers of English Language Arts and Mathematics were provided opportunity to examine the shifts in the Common Core and review in depth, the standards. Additionally, after a review of the data that demonstrates a high transiency rate both intra- and inter-district, we moved towards the creating of a better, more serviceable pacing guide for our English Language Arts and Math Courses. Research has proved that strong set pacing guides benefit low income students. Intervention periods and RtI were implemented at two sites this year to target instruction for struggling students. A Data wall is in place at one site for monitoring student achievement and to identify areas for targeted intervention. Staffing of coordinators served the district this year to better meet the needs of our students. ELA and Math coordinators provided training and support for departments at all of our sites. The EL Coordinator supported teachers of English Learners with professional development in understanding the new ELD standards. They assisted with the identification of interventions and materials for use for reteaching. To meet the needs of our low income and at promise students, we purchased a credit recovery program and piloted a new program at our continuation high school. Teachers received training in the administration of the online program and district efforts were expended towards ensuring the programs were meeting the needs of these learners. Intervention counselors at the sites are available to work particularly with these students and their parents.</p> <p>English Learners received greater support and attention this year with the employment and support of an EL Coordinator. Reclassification was redefined in light of the lack of standardized test scores. The District saw marked improvement in the number of students reclassified. Site coordinators worked to increase parent attendance and involvement in ELACs at the site level. DELAC attendance grew also this year and parents were afforded greater access to information regarding the LCAP and budgets. ELAC and DELAC parents attended CABE in greater numbers and brought back valuable information to share with fellow parents. With renewed vigor, EL Reclassified students were monitored for grades and lists of students for counseling were provided by the district to the sites.</p>	

VVUHSD developed a process for identifying and notifying a site of an incoming Foster Youth student. Counselors received that information prior to the assignment of a schedule. Two way communication between the district and the sites has been established to monitor the needs of these students. District personnel attended trainings both conferences and at the trainings at the county level to determine more effective ways to meet the needs of these students. Additional funds will be set aside in the coming year to offer Foster Youth items that we now understand to be of great need, namely computer access, toiletry articles and bus passes for transportation, in addition to things that we currently provide such as backpacks and school supplies. Our Central Enrollment manager has received training and is instrumental in assisting the district in serving these students. Some sites took advantage of funding to enhance the school spirit of Foster Youth through the purchase of items such as yearbooks. We will continue to develop a comprehensive plan to address Foster Youth needs.

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

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

17.55	%
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In Victor Valley Union High School District, the increase in proportionality for English Learners, Low Income pupils and Foster Youth is 17.55% 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 below 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 Outreach Program in grades 7 and 9 to identify and support 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
- 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 coordinator 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:

- District EL Coordinator to oversee the program and monitor EL student data
- Site EL Coordinators provided a list of responsibilities and coordinated from the district level
- ELD standards professional development will be provided for Content Area teachers
- Saturday Academies for our LTEL students, particularly to build academic language, is planned as a way to better serve these students needs

Foster Youth Support:

- Increased support for Foster Youth driven by actual needs noted in service to the students in the past year
- Training for staff to serve the needs of the pupils will improve the service we are able to provide for foster youth. Counselor meeting time will be devoted towards understanding and supporting Foster Youth. Professional Development for classified staff will assist the district to better serve Foster Youth
- Support for Foster youth engagement with school activities will increase foster youths opportunities to be a greater part of their school community.
- Creating a monitoring system to ensure Foster Youth are being supported.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

- (a) “Chronic absenteeism rate” shall be calculated as follows:
 - (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.
- (c) “High school dropout rate” shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (d) “High school graduation rate” shall be calculated as follows:
 - (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (e) “Suspension rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (f) “Expulsion rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2)

01-13-15 [California Department of Education]