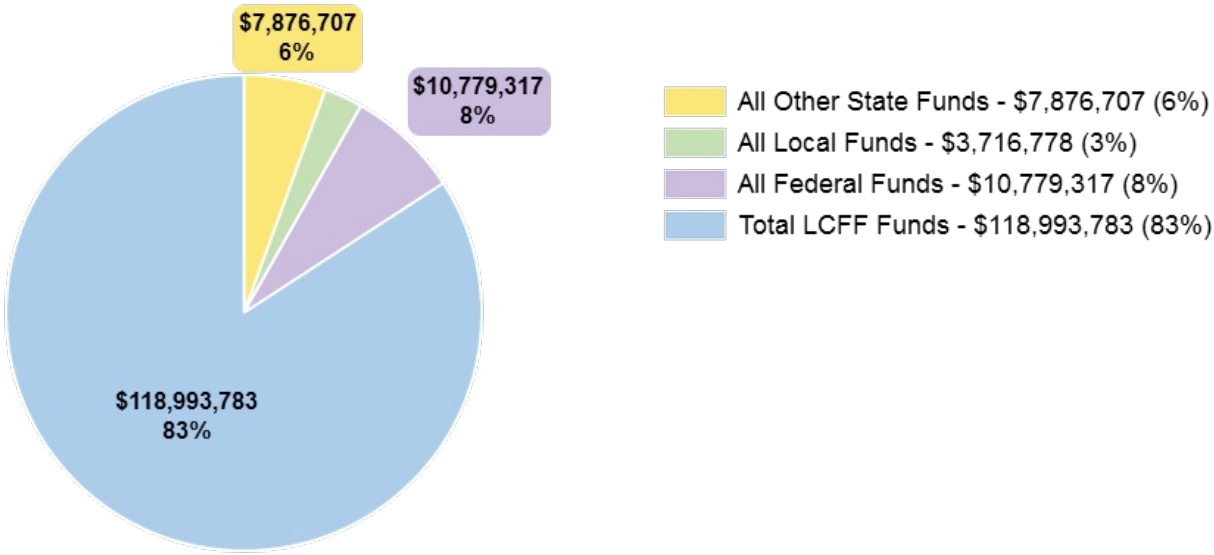
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Victor Valley Union High
CDS Code: 36679340000000
Local Control and Accountability Plan (LCAP) Year: 2019-20
LEA Contact Information: Dr. Ron Williams | rwilliams@vvuhsd.org | 7609553201

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

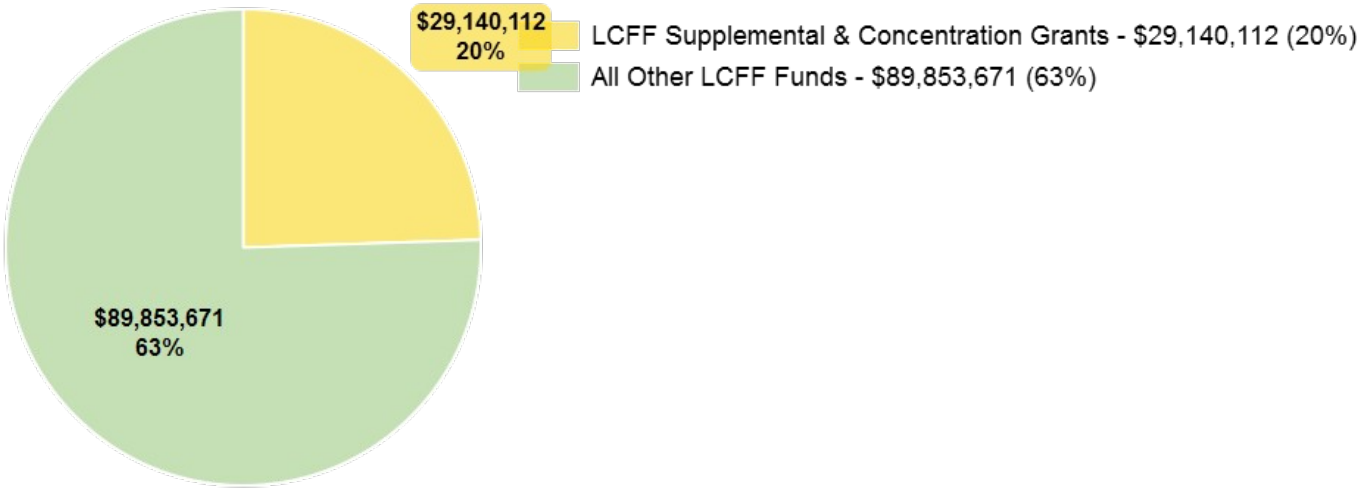
Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	$7,876,707	6%
All Local Funds	$3,716,778	3%
All Federal Funds	$10,779,317	8%
Total LCFF Funds	$118,993,783	83%

Breakdown of Total LCFF Funds

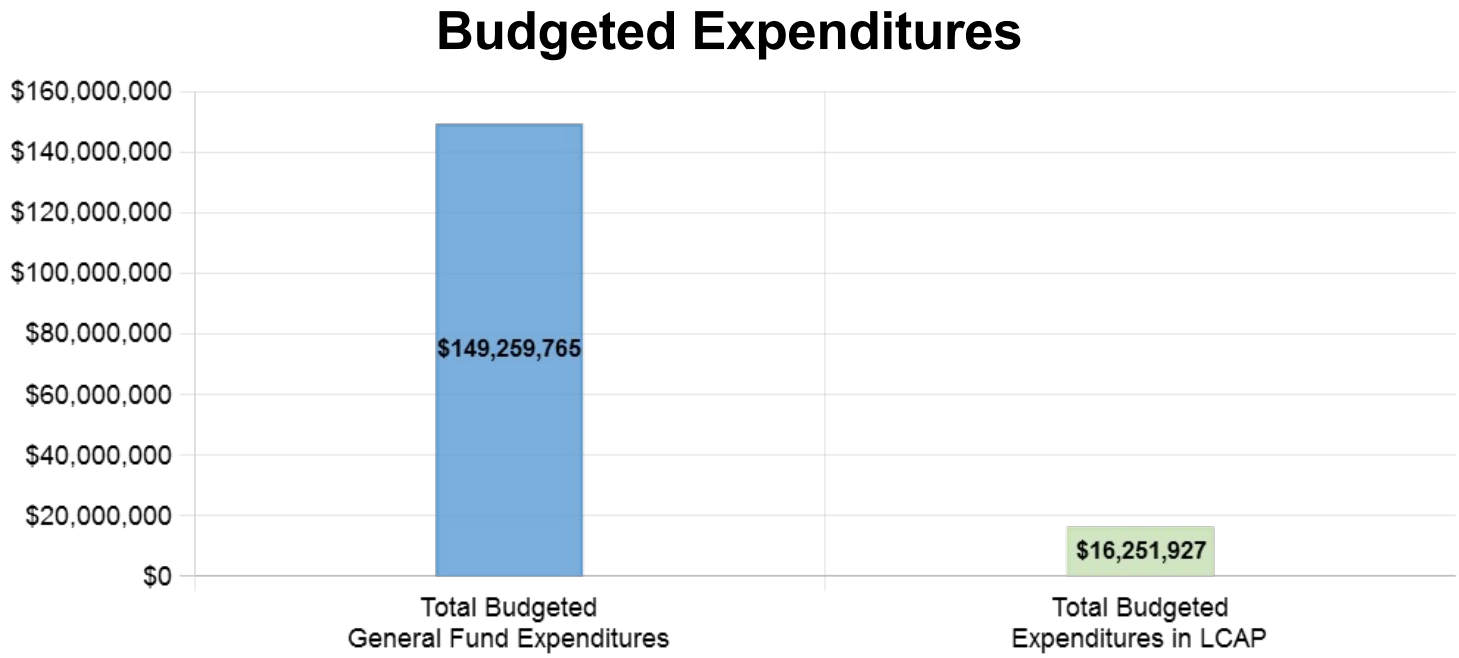


Source	Funds	Percentage
LCFF Supplemental & Concentration Grants	$29,140,112	20%
All Other LCFF Funds	$89,853,671	63%

These charts show the total general purpose revenue Victor Valley Union High expects to receive in the coming year from all sources.

The total revenue projected for Victor Valley Union High is $141,366,585, of which $118,993,783 is Local Control Funding Formula (LCFF), $7,876,707 is other state funds, $3,716,778 is local funds, and $10,779,317 is federal funds. Of the $118,993,783 in LCFF Funds, $29,140,112 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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



Source	Funds
Total Budgeted General Fund Expenditures	$149,259,765
Total Budgeted Expenditures in LCAP	$16,251,927

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

Victor Valley Union High plans to spend $149,259,765 for the 2019-20 school year. Of that amount, $16,251,927 is tied to actions/services in the LCAP and $133,007,838 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The remaining $133,007,838.00 covers salary and benefits for personnel who are not part of the increase or improved services for high need students. The budget also cover many additional expenses in the day to day functioning of the school district including overhead for facilities upkeep, utilities, and various contract for services not directly related to increased or improved services.

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

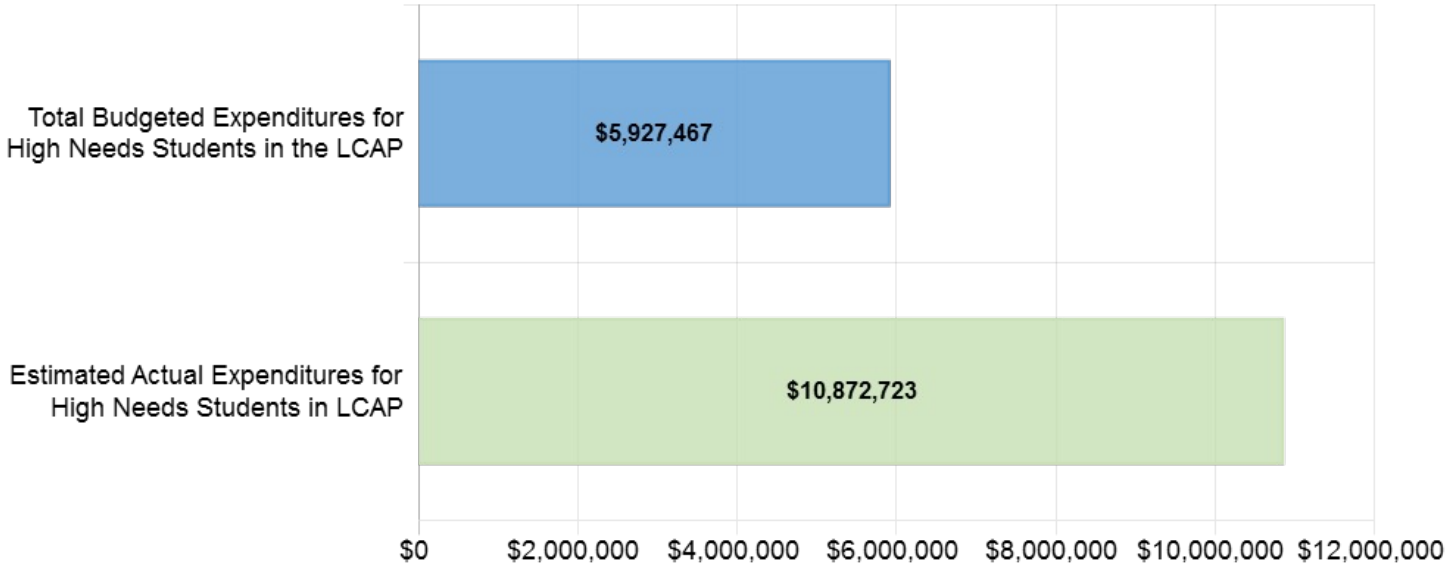
In 2019-20, Victor Valley Union High is projecting it will receive $29,140,112 based on the enrollment of foster youth, English learner, and low-income students. Victor Valley Union High must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP Victor Valley Union High plans to spend $7,637,490 on actions to meet this requirement. The additional improved services described in the LCAP include the following:

The current $133,007,838 covers salary and benefits for personnel who are not part of the increase or

improved services for high need students. The budget also cover many additional expenses in the day to day functioning of the school district including overhead for facilities upkeep, utilities, and various contract for services not directly related to increased or improved services. This also include Special Education encroachment.

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

Current Year Expenditures: Increased or Improved Services for High Needs Students



Source	Funds
Total Budgeted Expenditures for High Needs Students in the LCAP	$5,927,467
Estimated Actual Expenditures for High Needs Students in LCAP	$10,872,723

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

In 2018-19, Victor Valley Union High's LCAP budgeted $5,927,467 for planned actions to increase or improve services for high needs students. Victor Valley Union High estimates that it will actually spend $10,872,723 for actions to increase or improve services for high needs students in 2018-19.

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2019-20

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Victor Valley Union High	Dr. Ron Williams	rwilliams@vvuhsd.org
	Superintendent	7609553201

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Victor Valley Union High School District is located in the High Desert region of San Bernardino County, approximately 97 miles northeast of Los Angeles and 35 miles northwest of San Bernardino. Our district is just north of the San Bernardino mountains, at the edge of the Mojave Desert. Interstate 15 and State Highway 18 intersect near the heart of the city and Victorville is bordered on the west by State Highway 395.

The Victor Valley includes the communities of Adelanto, Apple Valley, Hesperia, Lucerne Valley, Oak Hills, Phelan, Victorville, and Wrightwood. Victorville is the business hub of the area and draws consumers from well beyond its immediate area. It is the largest commercial center between San Bernardino and the Nevada border.

The residential population of Victorville is 121,096 and growing. Estimates suggest that this figure more than doubles during business hours to accommodate the needs of the more than 300,000 people who call the Victor Valley home. Victorville is conveniently close to many mountain communities and within 30-40 minutes of Ontario International Airport.

Currently, VVUHSD is proud to provide students with eight schools for high quality, educational learning environments. There are three comprehensive high schools offering grades 9 through 12, two schools of choice with grades 7 through 12, one middle school with grades 7 through 9, and one middle school with grades 7 and 8. Finally, VVUHSD offers an education center which provides alternative learning choices

including a continuation school, adult education, and county community day school.

Our urban district supports the needs of approximately 10,000 students and their families. The district serves an ethnically diverse student body with the five largest ethnic groups of Hispanic/Latino (62.9%), African American (20.8%), White (8.9%), two or more races (2.4%), and Asian (2.2%). The socioeconomic status of the families living within the district boundaries is lower than many surrounding communities. VVUHSD currently has a socioeconomically disadvantaged rate of 83%. When looking at the socioeconomically disadvantaged rate by school, the range is significant, with the lowest school at 70% and the highest school, 93%.
Our staff is committed to providing all students with the opportunity to perform to their fullest potential while ensuring there are minimal differences between the achievement levels of students by race, gender, or economic levels. This includes giving all students access to a well-rounded, rigorous curriculum that is research-based and data-driven and supported by socio-emotional support initiatives, while effectively and efficiently operating within our fiscal accountability system. Our goal is to provide on-going professional development to enhance each site's capacity to continually adjust their teaching practice in response to student performance data. Our focus reflects the expectations of the California's College and Career-Readiness Standards, the California State Standards, the LCFF 8 State Priorities, the California School Dashboard and our local assessments. Our final commitment to our school community is to provide a safe and clean environment to support student learning. Additional evidence of our progress may be accessed via our School Accountability Report Cards (SARCs) at www.vvuhsd.org.

Mission Statement

As the unifying agent of our community, steeped in more than a century of commitment to student achievement, the Victor Valley Union High School District will provide students a high-quality education in a safe environment, cultivating skills necessary for success through the promotion of integrity, creativity and collaboration, inspiring them to reach their full potential and become productive global citizens.

Our district is guided by a strategic planning process, board policy, and the Local Control & Accountability Plan (LCAP) priority areas.

Strategic Planning Process
Strategic planning is a process by which an organization determines its core beliefs, leading to the formulation of a mission statement, objectives and strategies. Following are the strategies decided upon by the group.

Victor Valley Union High School District Strategic Plan Strategies:
1. We will consistently implement policies and procedures system-wide.
2. We will expand professional development offerings for all staff to enhance student achievement.
3. We will expand pathways for college and career readiness

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

The LCAP Advisory Committee, student, teacher and parent stakeholder groups provided extensive insight into the myriad of state, county and local data presented throughout the course of the 2018-19 school year. The third release of the California School Dashboard in fall of 2018 and the updated platforms in Dataquest, also provided valuable data toward the revision of the current LCAP. The areas in which the stakeholders identified as significant in terms of need are:

• VVUHSD must continue with a focus on the overall academic achievement and acquisition of the English language for all English Learner (EL) Students. The data indicated a continued need for quality teaching of English Learners through the use of professional development districtwide to support English language learners and their teachers with differentiated and structured approaches to engage and accelerate students' academic literacy and content knowledge. There must be a systemic and ongoing system of monitoring and intervention for LongTerm English Learner (LTEL) students who are not progressing academically or in English acquisition as well as continued monitoring and support for our Reclassified Fluent English Learners (RFEP) who are also performing below proficiency expectations. (Goal 1, Action/services 1.5, 1.6, 1.27and Goal 3, Action/service 3.3)
• VVUHSD must continue with a focus on increased and improved research-based strategies used in conjunction with the implementation of California State Standards in English, Mathematics, Next Generation Science Standards and the new History Social Science framework. The district must continue to provide California State Standards aligned adopted texts and supplementary materials for teachers and students to ensure the successful implementation and learning of the common core expectations of collaboration, communication, creativity and critical thinking through the use of 21st century skills. (Goal 1, Action/service 1.1 & 1.9, Goal 3, Action/service 3.3 and Goal 5, Action/service 5.2 & 5.6)
• VVUHSD must continue to focus on the reduction of student suspensions and expulsions, increase in student attendance and increase of graduation rates through the alignment of all services offered among multiple divisions and district staff. The district Strategic Plan outlines in Strategy 1, a need to consistently implement policies and procedures systemwide, including an effective process to foster student attendance. The data indicates a need to focus and consolidate our efforts in utilizing the SARB process to address chronic absenteeism and collaborate with an outside provider, "Attention2Attendance", to increase communication and notification to parents and guardians about student attendance issues. We also must revise and implement a discipline matrix with clear areas of focus on alternative means of corrective, restorative justice practices, MultiTiered Systems of Support, Positive Behavior Intervention and Support, and mental health support used districtwide to address student behaviors which interfere with learning and instruction. There is a significant need districtwide for further professional development in cultural proficiency and the use of the collaborative partners to continue our growth and understanding of the community we serve. Professional development in engagement strategies will provide increased school connectedness as measured by the Panorama Climate Survey and Student SocioEmotional Survey. This focus will support a reduction in student behaviors that interfere with academic progress, and therefore, increasing the likelihood students will graduate from high school on time and prepared for college and career. Finally, a safe environment is required to achieve the levels of learning we wish our students to attain. (Goal 1, Action/services 1.1, 1.2, 1.23 & Goal 2, Action/service 2.1,2.2 & 2.9, Goal 3, Action/service 3.3, Goal 4, Action/services 4.2)
• VVUHSD will continue to ensure that technology resources are integrated across the curriculum and will be woven into the fabric of instruction. Teachers will use the new blended approach to instruction that is embedded in many of the new textbook adoptions. Students will use appropriate technology to access worldwide resources in order to become productive learners. They will utilize technology in all of its forms to access content and analyze information for relevance and accuracy, and be able to present that

information in a myriad of formats. To achieve this, our teachers will have the skills and knowledge to deliver quality curriculum and instruction to meet the needs of all students. We want to empower our educators and students to be life-long learners in all areas of technology including: digital content creation, virtual collaboration, and mobile learning. In order to support all of the modern technology choices in education, we will need a robust infrastructure that supports high speed networks, usage of smart devices for mobile learning and classrooms with industry standard equipment and tools including: computers, digital media, smart devices, educational applications, internet safety, and classroom management software. (Goal 1, Action/services 1.1, 1.12, & 1.14)

Review of Performance

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

Greatest Progress

The LCAP Advisory Committee as well as additional stakeholder groups have reviewed multiple types of data related to the LCAP goals, LCAP actions/services, state metrics and indicators and have determined the following areas of greatest progress:
• The Career Technical Education (CTE) Program has both surpassed the state average and demonstrated an increase in students who have completed a CTE pathway. According to the LCFF dashboard VVUHSD has a CTE completion rate of 35.1% in comparison to the state rate of 18%; specifically: AHS 41.4%, GWH 100%, SHS 36.8%; and VHS 47.5%. CTE at the middle school level continues to grow with 480 students enrolled in one or more of the 15 sections of CTE at Hook Junior High; and 467 students enrolled in one or more of the 15 CTE sections at Lakeview Leadership Academy. As of Fall 2018, VVUHSD's CTE program proudly announced all high school CTE courses became A-G approved. As CTE programs continue to grow and expand, the CTE department is committed to ensure all new course adoptions become A-G approved. The CTE dual enrollment course offerings increased in the 2018-19 school year with AHS, SHS, and VHS offering dual enrollment CTE courses. Currently AHS offers dual enrollment CTE courses in both Criminal Justice and Construction; SHS offers culinary CTE dual Enrollment courses; and VHS offers dual enrollment courses in both Criminal Justice and Construction. CTE course offerings articulated with Victor Valley College have increased as well as the number of students who completed the bridge process to receive the earned credits. The LCFF dashboard indicates a 53.9% college credit rate in comparison to a state rate of 8.6%. The college credit rate is calculated using both dual enrollment and articulated college credit obtainment; collectively the rate is as follows: AHS 55.5%, SHS 79.8%, and VHS 59.8%
• Victor Valley Union High School District currently has 1,626 students enrolled in AP courses during the 2018-2019 school year which was close to 1655 students enrolled during the 2017-2018 school year. This is a great increase from 2015-2016 where 1,099 students were enrolled in AP courses.The district is ensuring the socioeconomic difficulties of our community are not a barrier for students being able to attempt the AP exam for courses in which they are enrolled by dedicating a significant portion of the College Readiness Block Grant to pay for the AP exam for all students. The number of AP exams taken

in 2016-2017 was 2,374 with 379 receiving a score of 3 or higher. VVUHSD continues to increase the number of students taking AP exams with 2,549, with 471 receiving a 3 or higher, taken in 2017-2018. Of those tests taken, our pass rate (score of 3 or better) slightly increased from 16% in 2016-2017 to 18% in 2017-2018. VVUHSD continues to encourage more students to attempt the exam and gain the valuable experience of participating in a rigorous program of study in high school. VVUHSD and its school sites are focusing on additional professional development for AP teachers to layer in supports for students as we expand our program and open doors.
• The VVUHSD Graduation Rate Indicator is yellow (82.1% an increase of 0.7%). The District Graduation Rate Indicator reported one school in blue (high 99.4%, maintained) and one school in green (86.4% increase of 6.1%), two schools in yellow (one with a slight increase of 0.2% and one with slight decrease of 3.8%) and one school in red (slight increase of 2.8%) for the data reporting year of 2017-2018.
• The VVUHSD Chronic Absenteeism Indicator is at 14.7%, which is a decrease of 0.5%.The Chronic Absenteeism Indicator reported two schools in blue (one school at 0.5%, which is a decrease of 1.2%, and one school at 2.5% which is a slight decrease of 0.3%), one school in yellow (at 17.9% which is a decrease of 4.3%), and one school in red (at 23.3% which is an increase of 1.7%).

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

Greatest Needs

The LCFF evaluation rubrics and the California School Dashboard have clearly indicated areas of greatest need in the following areas:
1. The VVUHSD Suspension Rate Indicator is orange (at 9.3% is a slight decline of 0.6%), The African American, homeless, and American Indian indicators are still in the red. The Suspension Rate Indicator reported two schools in green (one school at 1.7% which is a decrease of 0.7%, and one school at 5.7% which is a decrease of 1.3%) one school in yellow (one school is at 2.4% which is a slight decrease of 0.1% and one at 16.9% which is a decline of 6.3%), and one at orange (2.6% which is a slight increase of 1.0%), and three in red (one at 10.1% which is a slight decrease of 0.2%, one at 11% which is a slight increase of 0.6%, and one at 19.9% which is a slight increase of 1.1%).
• In response to the data, the LCAP goals and actions/services outlined several initiatives in order to continue the reduction of suspensions for all students. The implementation of a CEIS plan that will include training in MultiTiered Systems of Support will continue to provide the additional training needed for staff to identify at risk student behavior early, intervene and implement the appropriate supports to help students modify and reduce disruptive conduct at school and in the home. The district has employed Family Engagement Liaisons and created parent centers at all school sites in order to support families with finding and accessing the services they need to support the school in the achievement and success of their children. A clear focus is required with continued professional development in cultural proficiency. Schools will continue with the use of PBIS, as well as three schools using a dedicated period of time ranging from 40 minutes to 25 minutes for support time through advisorylike period; for example at Victor Valley High School, they implemented “Jack Rabbit Support Time” (JST) during the 2018-2019 year to layer in more support for student success. (LCAP Goal 5)

2. VVUHSD reclassified 57 EL students during the 2016-2017 school year, and had a huge increase to 149 students reclassified during the 2017-2018 school year. However, the number of reclassified EL students dropped to 70 during the 2018-2019 school year because only a subset of the EL students had a CELDT score. Students who had taken the ELPAC did not have a reported score. It is anticipated that reclassification numbers will be greater in 2019-2020 since all previously enrolled students will have ELPAC scores.
• In response to the data, VVUHSD offered district wide professional development in the area of quality teaching of English Learners (QTEL) in 2017-2018 and small group, intensive group around coaching, lesson design, and in classroom lesson delivery in the 2018-2019 school year. The Coordinator for English learners holds monthly meetings with the school site EL coordinators to ensure the monitoring and intervention of EL students. These meetings will continue with additional work on EL student pathways for support and the development of a new support course for LTELS. A monitoring tool, Ellevation, was developed for both EL students and RFEP students for quarterly use to provide data and feedback on student progress and current interventions.(LCAP Goal 1, Goal 3)
3. Although we have improved from orange to yellow in graduation indicator, in response to the data, VVUHSD is increasing planning the support and training of school site counselors as well as continuing with the employment of dedicated Intervention Counselors. There will be continued professional development in the area of Professional Learning Communities in order to provide site leadership with the tools necessary to support the PLC teams and use the PLC process to increase student achievement through the ongoing and cyclical use of data to inform instruction. There is a focus in the LCAP for improved services in the area of credit recovery with online learning and expanded independent study in order to provide students increased opportunities to meet graduation requirements. The Victor Valley Adult School (VVAS) continued to increase enrollment closing the 2018-2019 school year with 781 students. These 781 students come from various adult school programs to include: High School Diploma, Career Technical Education, English Language Development, Citizenship, and Adult Basic Education programs. Victor Valley Adult School increased the number of students who received a high school diploma from 93 students in 2017-2018 to 117 students in 2018-2019. In addition, this was the first year VVAS had students receive articulated credit from VVC for taking an adult school CTE course. In an effort to increase community resources and partnerships, VVAS partnered with TODEC a non profit legal organization to offer Citizenship courses at both the AHS and VHS adult school branches. In order to meet the diverse needs of the adult student, VVAS expanded its high school diploma course offerings to include online Apex and seat time math courses. (LCAP Goal 1, Goal 3, and Goal 5)
4. The VVUHSD English Language Arts Indicator is orange (36.7 points below level 3) and experienced an 11.1 point decrease from the prior year. The English Language Arts Indicator reports one school in green (69.4 points above level 3), one school in yellow (5.6 points above level 3), three schools in orange (one is 69.3 points below level 3, one declined significantly and is 40.1 points below level 3, and one declined significantly and is 42.3 points below level 3) and three schools in red (85.1 points below level three, one declined significantly and is 60.1 points below level 3, and one declined significantly and is 160.9 points below level 3) for the data reporting year of 2017-2018. The LEA currently has 3 target student groups in the very low category as well, white and students with disabilities, African American, English Learners, Foster Youth, and Homeless.
• VVUHSD will continue to provide high quality professional development utilizing lesson study, as the vehicle, for the implementation of the California State Standards around reading comprehension and writing. There will be ongoing support in the implementation of the adopted standards based textbook adoption, MyPerspectives by Pearson. The district and school sites will use data from the state assessments as well as the embedded assessment program in MyPerspectives to provide information to teachers to make informed decisions about instruction and implementation of RtI. (LCAP Goal 1 and

Goal 3)
5. The VVUHSD Mathematics Indicator is orange (104 points below level 3 with a decline of 10.2 points). The district reported one school in blue (34.8 points above level 3) and one school in yellow (51.2 points below level 3 with a decrease of 11.8 points), and six schools in red (three schools decreased, one is 130.3 points below, one is 141 points below, and one is 139 points below, and three that decreased significantly, one is 140.7 below level 3, one is 160 points below level 3, and one is 225.5 points below level 3) for the data reporting year of 2017-2018. The LEA currently has 5 target student groups in the very low category English Learners, Students with Disabilities, African American, Foster Youth, and Homeless.
• VVUHSD will continue to provide high quality professional development in the implementation of the California State Standards and the Eight Mathematical Practices through the use of lesson study in the areas of concepts, procedures, and problem solving. There will be ongoing support in the implementation of the math standards-based textbook adoptions GoMath by Houghton Mifflin Harcourt and Carnegie Learning by Carnegie/ProLearning. Carnegie will providing a reboot for use of the Curriculum. In addition, a new conceptual Integrated I course for ninth graders will be offered for the 2019- 2020 school year. Professional learning will continue to be brought to the classroom level with the support of a middle school math coach and high school math coach. The district and school sites will use data from the state assessments as well as the embedded assessment program in both textbook adoptions to provide information to teachers to make informed decisions about instruction and implementation of Response to Intervention. (LCAP Goal 1 and Goal 3)

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

Performance Gaps

California School Dashboard provides valuable data regarding districtwide performance for VVUHSD in the following areas:
• Suspensions Rate = Orange, 9.3% and declined 0.6%
• English Learner Progress = 19.4% - Well Developed, 34.6% Moderately Developed, 25.9%, Somewhat Developed, 20%, Beginning Stage
• Graduation Rate = Yellow, Medium Status of 82.1% and maintained 0.7%
• English Language Arts = Orange, Low Status of 36.7 points below level 3 and declined by 11.1 points.
• Mathematics = Orange, Low Status of 104 points below level 3 and declined 10.2 points.
When comparing significant target students groups (30 or more students in a group), against the district-wide population, the following groups were found to be performing below the districtwide performance level:
• The data does highlight a significant performance gap in graduation rate districtwide. There are no student groups in blue, Hispanic and White are in green; Asian, Socioeconomically Disadvantaged Learners, and English Learners are in yellow; African American, homeless, and Two or More Races in orange; and Foster Youth (56% graduating, decline of 5.3%) and Students with Disabilities (55.1% increase of 1.6%) are in red. This indicates a clear need for intervention districtwide for all students in reaching the goal of graduating on time and being college and career ready.
• In English Language Arts, the target groups of Students with Disabilities (145 points below grade level), Homeless (109.6 points below standard), African Americans (82 points below standard), English Learners (62.7 points below standard), and Foster Youth (117.9 points below standard) demonstrated a

significant performance gap by falling into the red category.
• In Mathematics, the target groups of Students with Disabilities (210.7 points below grade level), Homeless (163.3 points below standard), African Americans (155 points below standard), English Learners (122.5 points below standard), and Foster Youth (180.9 points below standard) demonstrated a significant performance gap by falling into the red category.
• In ELA and Mathematics, students who are Filipino or Asian are performing two or more performance standards above all other subgroups. Each school will use their data analysis results as well as school specific goals and objectives (i.e.: WASC areas of identified need, the district Technology Plan, the district CEIS plan, etc.) to adjust their Single Plan for Student Achievement which also aligns to the LCAP. Schools will participate in district wide initiatives that support student learning such as PBIS, PLCs, Professional Development, MTSS, EL/RFEP monitoring, etc. but also create site specific objectives to ensure specific site needs are being addressed.

Comprehensive Support and Improvement

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

Schools Identified

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

Adelanto High School, Goodwill High School, Hook Junior High School

Support for Identified Schools

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

Victor Valley Union High School District supports the three CSI schools by providing them guidance on how to establish a school site CSI team with site administrators, teachers, FELs, parents, and students in reviewing their current Single Plan for Student Achievement. The school sites were given support through the county office of education as well as district staff on how to best conduct a needs assessment to help them identify their area of need and determine which interventions were producing positive results. CSI teams will analyze data from the California School’s Dashboard, CAASPP and local indicator data in providing evidence-based interventions as well as identifying needed resources.

The district support team provided data for the CSI identified schools for review regarding student achievement. Data was provided in the following areas: SBAC Achievement data in ELA and Math, California School Dashboard Data, graduation rate data, suspensions data, expulsion rates data, chronic absenteeism data, school-wide attendance data, middle school and high school dropout data, school climate and social-emotional learning data, Advance Placement enrollment and passing rate data, career pathway completion data, dual enrollment data, homeless and foster youth profile data, English Learner progress data (ELPAC), district assessment data, and enrollment data. This abundance of data is used by the CSI site teams, as well as other committees such as School Site Council, Instructional Leaders,

English Learner Advisory Committees and/or African American Parent Advisory Committees, as part of the comprehensive needs assessment. The district supports CSI schools by reaching out to outside providers, if requested, to support them through the needs assessment process. The outside providers requested by teams include WestEd and Solution Tree. These strategies for the comprehensive needs assessment will be addressed in the school plans for submission in October of 2019 and will continue to be supported by the district through training and other support structures.

Through the comprehensive needs assessment, the district helped CSI school teams align the data provided with an examination of current intervention practices in place. They reviewed the current programs and practices, and made a determination if the program or practice was providing the evidence required to support a positive impact on student achievement. Each intervention program was evaluated to determine if there were gaps in achievement, and if other evidence-based interventions may be required to replace existing programs or supplement areas in which little support was found to be in place.

The results of the comprehensive needs assessment conducted at Imogene Hook Junior High School in April and May of 2019 resulted in the continuation of Response to Intervention time embedded in the school day. During the 2018-2019 school year, the intervention period was 30 minutes for dedicated time to support students in a variety of areas. As a result of the needs analysis, the success of the program has prompted an increase. For 2019-2020, every student is provided with 43 minutes of intervention support daily. During this period students are provided support through evidence based programs that meet their specific academic area of need such as English or math. Students are provided time to access online tutorial support for all subjects in APEX through the use of Chromebook carts. In the area of math, students access an online support program called Mathia which is aligned to our common core math program. Mathia is used in the math class period as well to support students who are demonstrating a need for support. In the intervention period, teachers are also using Academic Youth Development through Agile Minds as part of their social-emotional and critical thinking support for students. This program provides students with brain research and activities to strengthen their critical thinking skills, which support their growth in the classroom. Finally, the intervention period also incorporated social emotional learning through “Rachel’s Challenge” and organizational skill through AVID strategies such as focused note taking and critical reading strategies. In the area of building capacity for staff, Hook Junior High School’s needs assessment also determined they should use CSI funding to continue to support the ongoing development of professional learning communities and PBIS. The feedback created strong support for deepening the PLC strategies and self-reflection as well as additional strategies for teachers reaching students through the PBIS support system. Programs that will continue are READ 180 and MATH 180 in the intervention courses for at-risk students as well as strategies to address chronic absenteeism. A new strategy in the pilot phase is the SSICA (Scan Student Identification Card Authorization) program. This program tracks and monitors student behavior and attendance, and allows staff to communicate quickly to families on emerging at-risk behavior or exemplary positive behaviors to reinforce the PBIS structures. Overall, the comprehensive need assessment process at HJH has provided the staff insight into how they can best meet the needs of their students through CSI support.

The results of the comprehensive needs assessment conducted at Adelanto High School between March and May of 2019 resulted in multiple areas for modification to increase the student achievement rate in English and Math as measured by course passage rate, CAASPP proficiency levels and the 11th grade SAT and decrease the Suspension/Expulsion rate. Adelanto High School was identified as a CSI school due to the student performance areas in English, Math and Suspensions, therefore when the

comprehensive needs assessment was conducted, these areas were the focus of identifying the root cause and solutions. Based on the findings, the school has determined the barrier for the majority of students to their academics is due to social emotional issues that are beyond the scope of teachers to assist and the lack of foundational skills in English/Math. As a result, the school site and district entered into a one year contract with a Licensed Clinical Social Worker to be on campus during the day to support students throughout the day. Their services include crisis management, site liaison to community resources, emergency housing, food, clothing and one-on-one/groups to promote student self-advocacy and coping skills. As evidenced by the CAASPP and teacher feedback, students struggling to be academically successful in English are struggling with reading comprehension, writing, and critical thinking. Thus the site will be continuing with Achieve 3000, a reading program designed to individually increase student lexile levels and Turnitin so that students can get more thorough and timely feedback about their writing and be provided with online support in their literacy skills. These evidence based programs will be used school wide in English, Reading Intervention, and during the the Hi School Prep intervention course for SWD to improve student literacy achievement. Moby Max is an evidence based supplemental program designed to improve SWD English and Math skills in a game like platform, this program is being used in all SDC classes as it offers pre/post tests and is personalized to meet students needs. To increase the 11th graders performance on CAASPP and SAT 11, the site will continue to use Horizon Education as a SAT prep that will be incorporated in all English 11 courses. The 11th grade students who utilized this program during the 2018-19 school year had an average SAT score increase of 111 points. To address the lack of foundational skills in math and increase in the staff's ability to provide students with the First Best Instruction in math, math teachers are working with district math coaches to unpack the standards, create common standard aligned lesson plans, practice evidence based instructional practices such as Vertical Non-Permanent Structures and collaborative projects. The teachers identified a need for additional strategies, scaffolding techniques and a better understanding of CAASPP to ensure students are accessing the curriculum and being successful. The CSI funds will be used to cover the cost of subs for teachers attending the trainings and materials needed to implement new strategies. In an effort to further increase students opportunities to receive FBI and timely intervention, a temporary support math intervention teacher will be hired. Adelanto High School also identified their MTSS and PBIS programs as areas supporting and providing success for their students but need additional professional development in MTSS so that we can provide more Tier I/II interventions to assist in the decline of suspension and expulsion, while increasing students understanding of appropriate behaviors. The CSI funds will be used to cover the cost of the training, subs and materials needed for the site PBIS team to teach the rest of the staff.

The results of the comprehensive needs assessment conducted at Goodwill High School in April and May of 2019 resulted in multiple areas for modification to increase the graduation rate. Goodwill High School was identified as a CSI school due to the graduation rate falling below 67%, therefore when the comprehensive needs assessment was conducted, this was the area for root cause analysis. Based on the findings, the school has determined their response to intervention time called Small Learning Academy (SLA) that is built into the school day was continuing to support students effectively. During the 30 minute SLA period, students are moved from classroom to classroom based on their specific learning needs to ensure they receive support in the areas in which they are struggling. This has proven effective and will be enhanced through the introduction of a new program called Achieve 3000. This evidence base program will be used school wide in classrooms, as well as during SLA time to improve student literacy achievement. A second area targeted with the use of CSI finding is the additional need for professional development in all core subject areas where our at-risk students struggle the most to meet graduation requirements. The teachers identified a need for additional strategies and scaffolding

techniques to ensure students are accessing the curriculum and being successful. The school also identified their MTSS and PBIS programs as areas supporting and providing success for their students. They will continue to enhance and make modifications to their structures through professional development as well. The school also will continue to use GradPoint as an intervention program for credit deficient students to help them meet graduation requirements. An important area also identified through the needs assessment was the high chronic absenteeism of students during first period. This also indirectly impacted their student graduation rate. The school is now considering a new bell schedule structure to ensure students and CSI funding will be used to train teachers in additional supports if the new extended day scheduled is approved by the staff and implemented.

Through the site needs assessment process, the district supported CSI schools by addressing any identified areas of resource inequities. The district allocated additional resources beyond the CSI funding to provide additional resources if the CSI schools identified gaps which required additional interventions or evidence based programs they were unable to fully fund.

Monitoring and Evaluating Effectiveness

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

Victor Valley Union High School District will monitor the implementation and effectiveness of the School Plan for Student Achievement (SPSA) of the three CSI identified schools by ensuring the collection and examination of all types of data to look for evidence of effectiveness. The primary sources of school-wide, long term, summative data will be collected through the California School Dashboard and Dataquest through the California Department of Education. This data will provide growth over time in the areas of academic achievement in English Language Arts and Math, Chronic Absenteeism, Graduation Rate, Suspension Rate, College/Career and, soon to be released, English Learner Progress. The district will also provide data for teacher effectiveness through educator equity analysis (credentialing/experience), and student success rates through classroom grade analysis and credits earned (A-F grades issued affecting credits towards graduation). Local data will be provided and examined regarding the following areas for all schools to review: expulsion rates data school-wide attendance data, middle school and high school dropout data, school climate and social-emotional learning data, Advance Placement enrollment and passing rate data, career pathway completion data, dual enrollment data, homeless and foster youth profile data, English Language Proficiency Assessment for California (ELPAC) Data, district assessment data, and enrollment data. Our ability to provide all school sites the right types of data, long term and immediate data, as well as training in a structure to align and examine the data (District specific process “Plan, Do, Study and Refine” for continuous improvement) will allow CSI teams to effectively evaluate the implementation and effectiveness of the school CSI plans.

Annual Update

LCAP Year Reviewed:

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

Goal 1

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
#1 Graduation Rate Indicator Districtwide Expected 2017-2018: District Graduation Rate Target 87.8%	2017-2018 Graduation Rate Indicator District-Wide 82.1%

Expected	Actual
#2 Graduation Rate Indicator Hispanic Expected 2017-2018: District Graduation Rate Target 86.3%%	2017-2018 Graduation Rate Indicator Hispanic 85.1%
#3 Graduation Rate Indicator African American Expected 2017-2018: District Graduation Rate Target 78.3%	2017-2018 Graduation Rate Indicator African American 74.4%
#4 Graduation Rate Indicator White Expected 2017-2018: District Graduation Rate Target 85.9%	2017-2018 Graduation Rate Indicator White 81.4%
#5 Graduation Rate Indicator English Learner Expected 2017-2018: District Graduation Rate Target 71.6%	2017-2018 Graduation Rate Indicator English Learner 74%
#6 Graduation Rate Indicator Special Needs Expected 2017-2018: District Graduation Rate Target 59.1%	2017-2018 Graduation Rate Indicator Special Needs 55.1%
#7 Graduation Rate Indicator Low Income Expected 2017-2018: District Graduation Rate Target 84.2%	2017-2018 Graduation Rate Indicator Low Income 82.4%

Expected	Actual
#8 Graduation Rate Indicator Foster Youth Expected 2017-2018: District Graduation Rate Target 52.8%	2017-2018 Graduation Rate Indicator Foster Youth 56%
#9 SBAC ELA Standard Met or Exceed Targets 2017-2018: Grade 7 39%, Grade 8 38%, Grade 11 51%	SBAC Results ELA Standard Met or Exceed 2017-2018 Grade 7 38%, Grade 8 34%, Grade 11 40%
#10 SBAC Math Standard Met or Exceed Targets 2017-2018: Grade 7 24%, Grade 8 23%, Grade 11 19%	SBAC Results Math Standard Met or Exceed 2017-2018 Grade 7 23%, Grade 8 20%, Grade 11 18%
#11 A-G Completion 2017-2018 Target - 20.9%	2017-2018 A-G Completion Rate - 18%
#12 District Attendance Rate Target - 98%	District Attendance Rate 2018-2019 - 96%
#13 District Suspension Rate 2017-2018 Target 9.5%	District Suspension Rate 2017-2018 10.1% (California School Dashboard)

Expected	Actual
#14 CTE Enrollment Target - 3,800 or greater	CTE Enrollment Result - 4,080 students enrolled for 2018-2019
#15 AP 2018-2019 Enrollment Target 1,688	AP 2018-2019 Enrollment Results - 1,236 students enrolled
#16 AP Exam Pass Rate 2017-2018 - Target 17.9% 3 or Better Exam Score	AP Exam Pass Rate District-wide 2017-2018 - 27%%
#17 Early Assessment Program 2017-2018 Targets ELA Ready 18% ELA Conditionally Ready 34% ELA Not Yet/Not Ready 50% Math Ready 6% Math Conditionally Ready 14% Math Not Yet/Not Ready 82%	Early Assessment Program 2017-2018 Results: ELA Ready 8.91% ELA Conditionally Ready 28.72% ELA Not Yet/Not Ready 62.38% Math Ready 6.23% Math Conditionally Ready 12.06% Math Not Yet/Not Ready 81.72%
#18 District High School 9-12 Adjusted Dropout Rate 2017-2018 Target - 4.9%	District High School 9-12 Adjusted Dropout Rate 2017-2018 = N/A 2016-2017 = 5.9%
#19 Middle School Dropout Rate 2017-2018 Target - 1.5%	Middle School Dropout Rate 2017-2018 = N/A 2016-2017 = 2.1%

Expected	Actual
#20 EL Reclassification Rates Target TBD based upon new ELPAC Criteria	EL Reclassification Rates 2018-2019 = 70 Students
#21 D & F Grade Data of Total Grades Issued 2018-2019 Target - 18%	D & F Grade Data of Total Grades Issued 2018-2019 10%
#22 ELA Grade of D or F 2018-2019 Targets Grade of "D" - 1,078 Grade of "F" - 1,139	ELA Grade of D or F 2018-2019 Results: Grade of "D" - 1,158 Grade of "F" - 1,519
#23 College & Career Indicator 2017-2018 Targets Prepared - 24.9% Approaching Prepared - 16.9% Not Yet Prepared - 58.2%	College & Career Indicator 2017-2018 Results Prepared - 49.6% Approaching Prepared - 16.7% Not Yet Prepared - 33.7%
#24 TBD based on the Fall 2018 Release of the ELPAC Scores	ELPAC Results based on 938 EL Students Level 4 19.40% Level 3 34.65% Level 2 25.91% Level 1 20.04%
#25 Instructional Materials Data 2018-2019 Target is to maintain Instructional Materials Williams Report Status of “no insufficiencies observed.”	Instructional Materials Data 2018-2019 Instructional Materials Williams Report Status Results - “no insufficiencies observed.”

Actions/Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to fund additional counselors through LCFF to reduce student to counselor ratios. Continue to provide 6 dedicated intervention counselors at specific school sites to support PBIS implementation, improve behavior and promote social emotional development for at-risk students, Low Income, and Foster Youth in primarily grades 7 and 9 as outlined in the district Strategic Plan. Grade 7 and 9 counselors will provide support academically and socio-emotionally in order to increase student performance and reduce number of dropouts. Counselors will meet with all students in grades 7 and 9 to establish goals to plan for college and career. The job description for intervention counselors will be	VVUHSD employed 4 Intervention counselors at Victor Valley High School, Silverado High School, Adelanto High School, Hook Junior High School. The intervention counselor position at Lakeview Leadership Academy was changed to an FTE position but will continue to provide intervention counseling services to the students at LLA as well as create equity with the two smaller schools of choice who have the same enrollment and was funded two LCFFSCG counselors for the 2018-2019 school year.	Amount 1. $150,798.00 LCFF SCG (Low Income) 2. $576,998.00 Title I (Site) 3. $28,908.00 LCFF SCG (English Learner)	1. $170,851.00 LCFF SCG (Low Income) 2. $577,722 Title I Title I (Site) 3. $28,908.00 LCFF SCG (English Learner)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
reviewed to ensure they have a reduced caseload for students with whom they will provide academic, socioemotional and behavioral support with increased communication with teachers and family.			

Action 2

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

Provide foster youth, low income students and homeless youth with increased services as they are identified and enrolled in the district. Increase services to positively impact school connectedness through funding for involvement in co-curricular as well as school supplies to ensure they are equipped for success in classroom. Ensure all students have materials and supplies to participate in school programs that impact academic achievement and college/career preparation.	All schools were provided an open purchase order to provide Foster Youth and Homeless students with basic school supplies to ensure they had equitable access. Counselors monitored who received the items, and under what expectations the items were provided. The school sites were able to secure most required school supplies through their site funding and therefore district funding was not used. The distinct will continue to set aside this funding for future use for our homeless and foster students.	$30,000.00 Title I (District)	$0

Action 3

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

Continue to provide increased credit recovery opportunities for at-risk, EL, low income, homeless youth, and foster youth students to increase their opportunity to graduate on time. Opportunities may include but not be limited to the use of online credit recovery programs, independent study options, after school tutoring and dual or concurrent enrollment with the local community colleges.	The school sites provided credit recovery through two online programs, APEX and GradPoint. AtPromise students were identified by counselors and provided the opportunity to enroll in the online program for credit recovery. The online program APEX was expanded to include tutorial curriculum and preparation courses for college readiness exams such as SAT, and Advanced Placement. The tutorial programs through APEX were expanded for use in the middle schools as well.	$203,328.00 Title I (Site)	$220,889.00 Title I (Site)

Action 4

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

School site administration will engage school site teachers in the master scheduling process to ensure their master schedule meets the specific needs of their students and identify target programs such as AVID, Spanish for Spanish Speaker, CTE, etc.	The district offered master schedule training to school sites in order to actively involve more stakeholders in the master scheduling process. The outcome is to create a more equitable master schedule with student need as the priority for the design and implementation, was the forefront of the process for the 18-19 school year.	$0	$0

Action 5

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

Employ a Coordinator of English Learner Programs and Interventions. The coordinator will monitor EL student and RFEP student progress through a district–wide system and use the data to implement program and curricular changes to increase their achievement. The coordinator will set goals with school sites to increase the number of students earning the State Seal of Biliteracy	VVUUHSD employed a Coordinator of English Learner Programs during the 2018-2019 school year. The result of the full time coordinator included a new RFEP and EL monitoring program which will be expanded for the new school year. The district also issued the bilingual seal of literacy through the organization and support of the coordinator and site counselor. A new EL pathway program was designed to help counselors and EL teachers ensure EL students are appropriately placed in their coursework. The coordinator redesigned curriculum for the ELD III middle school program and coordinated QTEL training for General education teachers.	1. $74,061.00 Title I (District) 2. $74,061.00 Title III (District) 3. $37,030.00 LCFF SCG (English Learners)	1. $75,395.00 Title I (District) 2. $75,395.00 Title III (District) 3. $37,697.00 LCFF SCG (English Learners)

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase the number of English Learner students achieving proficiency and reclassification	Due to the change in Assessment Reclassification criteria, we were unable to	1. $11,665.00 LCFF SCG (Low Income) 2. $25,520.00 Title III (District)	1. $0 LCFF SCG (Low Income) 2. $28,933.00 Title III (District) 3. $0 LCFF SCG (English

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
through the use of intervention/support classes, supplementary instructional materials, after-school tutoring and student progress monitoring by site EL Coordinator, ELD designated teachers and site administration.	reclassify as many students as we had in the past. The reclassification criteria was brought back to the governing board to ensure we had ample areas of academic monitoring in order to help reclassify qualifying students. The funding set aside in LCFF SCG Low Income was provided to allow teachers to be trained the administer the ELPAC. The district chose to utilize instructional assistants for the ELPAC and therefore this funding was not used. The district also set aside funding for stipends for each school site t have a site EL coordinator but the schools chose to pay their site EL coordinators an hourly rate for documented services rather than a stipend. Therefore the LCFF SCG English Learner set aside was not utilized in 2018-2019.	3. $12,894.00 LCFF SCG (English Learner)	Learner)

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide release time or extra duty for teachers to refine and improve district pacing guides (Rigorous Curriculum Design) as well as revise and align course offerings (new course adoptions) in all subject areas to meet state framework requirements, common core instructional shifts, differentiation for at-risk students and A-G requirements. Extra duty compensation will also be provided for teachers to serve on district Curriculum Advisory Boards in all subject areas to support curricular decision making.	VVUHSD successfully designed and implemented five Curriculum Advisory Boards (CABs ELA, Math, HSS, Sci and CTE) to ensure teacher input and support for curricular decisionmaking and course offerings. Integrated Math I, II, and III continue work on creating and revising RCD pacing guides and units during the school day. Science teachers met in RCD groups to begin the redesign of the middle school integrate science curriculum and high school three-course pathway curriculum. In addition, special education math teachers redesigned Integrated Math courses for our moderate to severe student program.	$79,807.00 LCFF SCG	$13,046.00

Action 8

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

Support students meeting the state college and career indicator in the area of career pathways by continuing to fully fund and expand the Career Technical Education Program, CTE courses, dual enrollment courses and other courses that qualify for career readiness. Provide for the necessary personnel as well as instructional materials, equipment, stakeholder awareness, and career exploration not provided through other budget resources such as Perkins, etc. Provide funding to support Career Technical Student Organizations to increase student involvement in career education. Increase student participation in career pathways to reach completer status, especially for students who may not be immediately college bound.	Due to the reduction of ROP funding for career technical education, VVUHSD has committed full funding through LCFF to continue with a robust and growing program. The funding will continue to support the materials and teaching staff for the entire program as well as possible expansion for the 2019-2020 school year. Funding for the personnel required to maintain the CTE program was originally included in the budget but was not coded correctly for the reporting purposes.	$815,668.00 LCFF SCG (CTE Programs)	$262,810.00 LCFF SCG (CTE Programs)

Action 9

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide instructional materials and resources to support/increase the implementation of standards-aligned curriculum that reinforces the instructional shifts of common core. Include electronic databases and online subscriptions to provide teachers and students increased access to expository texts and literary materials that support common core. Support textbook adoptions to meet the changes of the California State Standard, the History Social Science Framework and the Next Generation Science Standards. The Director of Common Core/LCAP will support curriculum and instruction needs across all student groups and all school sites including professional development and stakeholder engagement activities. New materials will specifically align with the needs of at-risk learners as well as English	The district fully implemented the new English Language Arts program MyPerspectives. The district continued to provide the consumable materials for Carnegie Math this school year for Integrated I, II, and III. Middle school teachers continue to use their program, GoMath! and students were provided additional consumable materials for this program as well. The district used funding to continue with new textbook adoptions in German, Statistics and AP English. The district has begun the process of adopting new History/Social Science materials for the 2018-2019 school year as well as continue to purchase materials to align with NGSS. Remaining funding will be reserved for the purchase of these materials next year. Title I and Title II money continues to be set aside for support of teacher professional learning.	1.$2,635,036.00 LCFF SCG 2.$47,790.00 Title I 3.$47,790.00 Title II	1. $981,892.00 LCFF SCG 2. $74,889.00 Title I 3. $47,139.00 Title II

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Learners to ensure universal access to the core curriculum with support materials as needed.			

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increased access to college visits, college and career fairs, and community events for future college and career planning through study trips and bringing in contracted events for students. Various college events will target foster youth, homeless youth and English Learners as well as other at-risk students. The district will employ the use of the National Student Clearinghouse to track district student enrollment in colleges and universities across the nation.	Schools employed a variety of activities and programs to focus efforts on raising awareness of attending college and the requirements to apply to college. AVID strategy training was provided at four school sites to all teachers are were employed in nearly all classes. Victor Valley High School implemented the Peer Leaders Uniting Students program to increase the college going atmosphere on campus. The school sites implemented programs based on professional development training and additional expenses were not incurred. The district funds supported a college visit by each school site to Victor Valley C.C.	1. $48,000.00 Title I (District) 2. $1,700.00 LCFF SCG (At-Risk)	1. $27,034.00 Title I (District) 2. $2,040.00 LCFF SCG (At-Risk)

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

Action 11

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

The TechEd division will continue implement the district technology plan. Through the use of LCFF-SCG funds and E-Rate, the district will continue to improve technology infrastructure and replacement of aging equipment such as desktop computers, wifi equipment, etc. at school sites to stay current and meet the needs of staff and students for college readiness and 21st century skills. Increase access to technology and district programs for targeted students to provide them with dedicated equipment in intervention classrooms and English learner support classrooms.	TechEd, through the use of eRate and LCFF funds, has made significant purchases to upgrade and improve the technology infrastructure at several school sites. School sites had equipment replaced such as wifi hardware, site servers, and staff and student computers. The site computer media specialists expanded their role with support to teachers for use of technology in the classroom with smart boards and other technology.	1. $100,000.00 LCFF SCG (At-Risk) 2. $100,000.00 LCFF SCG	1. $446,737.00 LCFF SCG (At-Risk) 2. $0

Action 12

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

Working with the TechEd division, school sites will adjust their site plans to focus on the use of categorical funds to purchase devices for student use in the classroom for instruction and assessment reducing the device to student ratio to 1 to 1 (1:1). These devices will support the large number of at-risk students by providing them increased access to technology, they may not otherwise be able to use, on a daily basis. The Director of TechEd will support all school sites with technology implementation, data dis-aggregation and professional learning opportunities with a focus on target student groups to increase academic achievement.	VVUHSD has made significant progress in providing devices to students for use with the blending learning programs that have been recently adopted. School are working towards establishing a one to one ratio through the purchase of Smart Boards, Chromebook carts, laptop carts and Thinkpads. The challenge continue to be replacing aging equipment that is no longer supported by Google (Chromebooks) or various operating systems. This action will remain in place as the district TechEd division establishes a refresh cycle program to ensure the action is met in the upcoming years.	1. $431,674.00 Title I (Site) 2. $37,211.00 Title I (District)	1. $460,617.00 Title I (Site) 2. $27,541.00 Title I (District)

Action 13

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

(Moved from 2017-18 Goal 1 Action/Service 1.15) Purchase additional instructional materials to assist moderate to severely disabled students access to the CSS.	The LCAP designated specific finding to support the PAES job skills program for our Learning Handicapped program. The funds were provided to replace materials for the job skills units. The program did not require replacement materials for the 2018-2019 school year, the budget for LCAP funds designated were not spent. The funds will be reserved and reallocated in the 2019-2020 plan and materials are anticipated to be purchased. The district did provide CSS materials to all classroom as a supplement to the core curriculum to which all special education students have access.	$5,000.00 LCFF SCG (At-Risk)	$43,501.00 LCFF SCG (At-Risk)

Action 14

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

(Moved from 2017-18 Goal 1 Action/Service 1.16) TechEd will continue to employ two additional staff to provide support for teachers and administration to collaborate on data compilation, disaggregation of data, and data uploading to various online sources such as CalGrant, etc. Additional staff has been required to the increase in the enrollment of At-Risk students which has resulted din more technology dedicated to sites to increase academic achievement of of targeted student groups. Additional professional development will be provided to all staff in regards to Aeries, CalPads, understanding data requirements, timelines, and skills to navigate data manipulation requirements in order to best support the academic needs of students most at-risk of not graduating.	VVUHSD employed two full time technology specialists for the 2018-2019 school year. The number of completed support service calls for staff tripled and the use of technology in the classroom increased as well. The staff has positively impacted user satisfaction of the Computer Information Services provided by the district.	$250,881.00 LCFF SCG (At-Risk)	$251,781.00 LCFF SCG (At-Risk)

Action 15

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
(Moved from 2017-8 Goal 3, Action/Service 3.1) Continue to support the Bridge Program aligned with Victor Valley College by identifying a counselor at each campus who will help identify and recruit students. Students will earn priority enrollment and the bridge counselor will support them with the process. Bridge counselor will be provided extra duty pay for activities and job duties related to the Bridge Program that extend beyond the contractual day.	Each comprehensive high school designates a counselor as a “Bridge Counselor” in order to facilitate the Bridge Program. This program is designed to increase the number of students who receive priority enrollment at Victor Valley College. As of the drafting of this document, approximately 345 students have been linked to Victor Valley Community College for enrollment in the fall. The funding was not utilized because VVC offered a stipend to the bridge counselors.	$5,525.00 Title I (District)	$0 Title I (District)

Action 16

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

(Moved from 2017-18 Goal 3, Action/Service 3.2) Through increased college and career counseling, District and site administration, with the support of counselors and career center technicians, will work with local community colleges (specifically Victor Valley College) to establish/ maintain a concurrent enrollment and continue to increase the dual enrollment program. Students will have the opportunity to earn an AA or AS degree upon completion from high school.	VVUHSD successfully continued dual enrollment courses for the 2018-2019 school year. All schools with grades 9-12 offered duak enrollment course this year. The district used the College Readiness Block Grant to pay for textbooks and additional fees but anticipate continuing to fund the program through LCFF funding in the future.	$0 - Amount to be determined based on 2018-19 carry over funding	$115,156.00 CRBG

Action 17

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

(Moved from 2017-18 Goal 3, Action/Service 3.3) School sites may designate funding for student study trips that align with academic standards and college exploration to promote student achievement. Support transportation, admission fees, and chaperone funding necessary to increase the number of targeted students groups engaging in beyond the classroom learning experiences.	Every school site provided educational study trips for their students to enhance learning opportunities. The majority of the study trips were funded through site funds. Trips included multiple colleges and universities, the Aquarium of the Pacific, Skills USA, Biology Studies at the LA County Zoo, History Studies at Ronald Reagan Library, Economics Studies at Federal Reserve Bank, LA Black College Expo, and more. Many trips are annual and aligned to the curriculum.	$209,000.00 Title I (Site and District)	$101,030.00 Title I (Site and District)

Action 18

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

(Moved from 2017-18 Goal 3, Action/Service 3.4) The Coordinator of CTE will support counseling staff with the promotion of all available career pathways throughout the district to increase student awareness and choices available regarding college and career focus. The coordinator will also support the expansion of career opportunities through CTE by exploring greater opportunities for the district and school sites to strengthen ties with the business community, involving the counseling staff whenever possible. The coordinator will work with the middle school programs to align current vocational courses to the career pathways at the high schools. This will also include increased services for special education students through support of a work-ability liaison.	The CTE coordinator continues to collaborate with the special education workability program to ensure CTE access for all students. The workability provider is funded by SCG funding as supplementary service to special education.	$77,754.00 LCFF SCG	$73,973.00 LCFF SCG

Action 19

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

(Moved from 2017-18 Goal 4, Action/Service 4.1) Continue to employ a TOA Middle School Math coach and a TOA High School Math Coach in order to increase teacher support with content and instructional strategies to support the instructional shifts of concepts and the eight mathematical practices.	VVUHSD employed both a Middle School Math Coach and High School Math Coach for the 2018-2019 school year.	$282,906.00 Title I (District)	$279,231.00 Title I (District)

Action 20

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

(Moved from 2017-18 Goal 4, Action/Service 4.4) Continue to expand CTE Perkins funded programs at all high school sites through alignment of the program to meet the current labor market need, and collaboration and partnerships between post-secondary institutions beginning in grade 8. Partner with trade or vocational schools, the City of Victorville and Adelanto to train students with essential skills or provide for volunteer hours, internships, apprenticeships, or capstone course opportunities.	VVUHSD has successfully aligned ALL vocational education courses with the CTE standards, support teachers earning the designated CTE credential, and resubmitted them for board approval as state recognized CTE courses. This action is considered complete and institutionalized and will be removed from the 2019-2020 LCAP. The district will continue to support these efforts.	$0	$0

Action 21

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

(Moved from 2017-2018 Goal 4, action/service 4.5) Increase the number of students applying to and being accepted to a college or university by increasing the following services: • Embed post-high school test preparation by providing college entrance test during the school day (PSAT 8/9, PSAT/NMSQT, SAT, AP) through the use of the College Readiness, Block Grant, and fee waivers. • Provide additional materials and online programs for student to prepare for the SAT, ACT, and other college readiness exams • Provide professional development for teachers to introduce EAP (SBAC), PSAT, and SAT academic concepts beginning in the 8th grade to improve student performance on college entrance exams.	VVUHSD successfully implemented a contract with College Board to provide a suite for college readiness assessment to every grade 8, 9, 10 and 11 student The test included PSAT 8/9 for every grade 8 and 9 student, PSAT 10 for every grade 10 student and SAT School Day on March 7th for every grade 11 student. VVUHSD also used the CRBG to pay for every AP student enrolled in a course to take the correlating AP exam. Teachers were provided professional development as well as preparation tools through APEX to help prepare their students for the exams.	$0 - Amount TBD based upon carry over funding.	$233,402.00 CRBG

Action 22

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
(Moved from 2017-18 Goal 4, Action/Service 4.6) Continue to provide academic interventions to support targeted student groups to increase academic achievement and reduce credit deficiency towards graduation through the following services: • Provide RTI support before and after school through a dedicated tutoring programs and APEX or GradPoint online courses at all school sites. • Targeted short-term independent study for minor credit deficient students. • Explore through the Math CAB/RCD the possibility of creating math courses that are modified and lengthened by using semester curriculum in a yearlong format to provide for more RTI during the school day. • Provide 0 and/or 7th period credit recovery at the comprehensive high schools.1.25 • Offer students the opportunity to	During the 2018-2019 school year, many RTI program were put into place. Lakeview Leadership Academy and Hook Middle School instituted support classes for students during embedded during the school day to support behavior and academics as well as math intervention courses. Victor Valley High School continued with "Jack Rabbit Support Time" to the school day for every student to connect with a teacher for academic support and social skill training. Cobalt Institute of Math & Science started their academic intervention program for students on academic probation in order to reduce the number of students leaving due to low achievement. A. RTI programs were also provided for students in grades 7 & 8 through the ASES programs at Lakeview, Hook and Cobalt. Independent study was utilized at all high	$780,378.00 Title I (Site)	$366,254.00 Title I (Site)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
take independent study with a certificated teacher to remediate the chapters or units of study needed to complete course without having to repeat and entire course. • Provide transportation for students to attend 0/7th period course and afterschool RTI.	school on a case by case basis. Adelanto High School continued with their "Opportunities" program for extremely credit deficient grades 11 and 12 students, with a dedicated teacher, and the use of the APEX online credit recovery program. In general, VVUHSD is continuing to explore ways to meet the needs fragile learners and atrisk students.		

Action 23

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
(Moved from 2017-18 Goal 4, Action/Service 4.7) Implement a chronic absentee intervention program district-wide called Attention 2 Attendance by School Innovations & Achievement in order to reduce chronic absenteeism and target most at-risk groups such a low income, Foster Youth and Homeless Youth which data	VVUHSD implemented a full year of Attention to Attendance (A2A). Each school site implemented their own attendance incentive programs ranging from recognition at awards assemblies to tangible rewards through the use of the "HERO" program. Chronic absenteeism data reflects the need for increase and more effective use	1. $8,000.00 Title I 2. $57,000.00 LCFF SCG (At-Risk)	1. $23,918.00 Title I 2. $57,000.00 LCFF SCG (At-Risk)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
demonstrates have high rates of absenteeism. Continue and expand incentive programs to encourage and reward positive attendance. Use information during parent meetings and staff meetings to focus on chronic absenteeism and increase use of SARB process.	of A2A. The number for SARB meetings and the percentage of students requiring a second attendance letter due to unexcused absences decreased. . Professional development for A2A was held twice during 2018 -2019 and final A2A data will be shared with the LCAP Advisory Committee in the fall of 2019. The wrong account code was charged for the A2A program and was coded for LCAP goal 4 although it was moved to goal 1 for the 2018-2019 LCAP.		

Action 24

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
(Moved from 2017-18 Goal 4, Action/Service 4.8.) Expand the offerings of adult education, the enrollment of potential Non-Grads and increase student support with the transition to the adult education program.	Student enrollment in adult education increased from 300 students in 16/17 to 800 students in 17/18. In an effort to provide programs required under the Adult Education Block Grant (AEBG) Victor Valley Adult	$420,555.00 Adult Ed	$319,338.00 Adult Ed

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide instructional materials and supplies to support CSS in Adult Ed.Counselors will identify students who are approaching age 18 and are candidates for adult education due to their credit status and intervene early in order to help them transition to adult education to earn a diploma and reduce the number of dropouts. Explore employing such programs as Youth Build and AmeriCorps initiatives within our district to invest in career/job skills focused students. Develop a General Education Diploma (GED) program.	School (VVAS) increased the program offerings from diploma, English as a Second Language, and CTE, to all also include Adult Basic Education (ABE), and Hybrid Integrated Math wherein students receive seat time instruction. VVAS launched its first Summer School with three programs to include: diploma, ESL, and ABE. The diploma program targeted students with 30 credits or less to graduate. The diploma courses were offered in traditional independent study as well as through an online curriculum Gradpoint. In addition a hybrid integrated math 1 course was offered and available to any student needing math. An ABE course was offered to students who academic ability was below high school grade level. ESL was offered to continuing ESL students. The adult education program continues to flourish and expand and the next steps		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	will to acquire accreditation for the adult education diploma.		

Action 25

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
(Moved from 2017-18 Goal 4, Action/Service 4.9) Provide a transition programs/events for incoming students along with providing close articulation and collaboration between middle school and high schools (HS Academic Connections from 8th to 9th, Grade 7 Boot Camps, etc. for at-risk students in particular) to ensure proper placement and establish a five year plan for each incoming freshman. The intervention counselors will focus primarily on English learners, at-risk, foster youth and homeless youth to ensure they have an educational plan in place.	Every school provided a type of transition day for incoming new students. Both Hook Junior High School and Lakeview Middle School hosted their incoming grade 7 students from the local feeder elementary school district. The high school hosted incoming 9th grade transition days for all feeder middle schools. These event took place in the evening or during the school day with transportation provided by parents or feeder districts. In addition, the district offered a HS Academic Connections course for incoming grade 9 students from VVUHSD and AESD. The students were provided an opportunity to take the elective	$9,000.00 LCFF SCG (At-Risk)	$50,326.00 LCFF SCG (At-Risk)

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

Action 26

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

(Moved from 2017-18 Goal 4, Action/Service 4.10) Counselors and teachers will increase communication with students to support /encourage students to exceed the minimum A-G requirements and take additional years of core classes to student opportunities for acceptance to colleges and universities of their choice.	The counseling staff has continued to promote college going expectations as outlined in the district Strategic Plan. Counselors are providing informational meetings in the evenings to parents and guardians about the importance of students enrolling in, and completing satisfactorily with a grade of “C” or better, in A-G courses. This activity is institutionalized and the action is going to be removed from the LCAP for 2019-2020.	$0	$0

Action 27

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

(Moved from 2017-18 Goal 4, Action/Service 4.11) Establish ongoing EL parent/family meetings, with language translation, with counselors for the purpose of explaining college and career paths and interventions and supports available.	School sites reported that they regularly provided information at their English Learner Advisory Committee meetings for parents in attendance regarding college and career pathways and intervention supports for students. The District English Learner Advisory Committee meetings also share similar information. The Coordinator of EL also redesigned the DELAC meeting format to include a topic of interest for all parents in the district, one hour prior to the scheduled DELAC meeting time. Translation was provided at all site, district and community meetings.	$0	$0

Action 28

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

District will explore reducing the teacher to student ratio for special education student classrooms.	The district did not reduce class sizes for the special education class room during the 2018-2019 school year. There was an greed upon 1 year MOU to reduce class size for the severely handicapped (SH) program in efforts to help reduce concerns by the teachers regarding extensive IEP process and high teacher to student ratios.	$0	$0

Action 29

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement an independent study program for all levels of student's grade 7-12 and standardize the independent study curriculum while maintaining curriculum at the district level. (strategic plan) The district will apply for a CDS code for Goodwill Independent Academy as a separate school and expand the grades from 9-12 to 7-12.	The district successfully implemented Goodwill Independent Study for the 2018-2019 school year. This action will be removed for the 2019-2020 LCAP.	$0	$0

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

Analysis

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

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

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

The majority of the actions and services original to Goal 1 remain in place with minor modifications:
-Action 7 was modified slightly to change the language to include higher expectations for department chairperson involvement in RCD and CAB.
-Action 21 was modified to include a different funding source for college readiness exams due to the fact the College Readiness Block Grant has been depleted.
-Action 22 was modified to remove some of the repetitive verbiage regard RtI.
-Action 24 was modified to remove the GED program due to the fact the adult ed program will apply for WASC accreditation in 2019-202. GEDs are not considered a diploma and and will not support the graduation rate indicator.
-Action 20, 26 and 29 will be removed from the 2019-2020 LCAP due to the fact these are considered completed actions and have been institutionalized.
- A new action will replace action 20 to account for an increase in instructional time for student as part of the teacher contract negotiation process this year. SCG funding will be used to proivde additional instructional time for the teacher and student to increase achievement.
-A new action will replace action 26 to reflect the increase services provided by our transportation department for the 91% of homeless, at-risk, and foster students who require a method to get to school due to boundaries beyond the mileage required by ed code.

Goal 2

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
#1 Graduation Rate Indicator Districtwide Expected 2017-2018: District Graduation Rate Target 87.8%	2017-2018 Graduation Rate Indicator District-Wide 82.1%
#2 Graduation Rate Indicator Hispanic Expected 2017-2018: District Graduation Rate Target 86.3%%	2017-2018 Graduation Rate Indicator Hispanic 85.1%

Expected	Actual
#3 Graduation Rate Indicator African American Expected 2017-2018: District Graduation Rate Target 78.3%	2017-2018 Graduation Rate Indicator African American 74.4%
#4 Graduation Rate Indicator White Expected 2017-2018: District Graduation Rate Target 85.9%	2017-2018 Graduation Rate Indicator White 81.4%
#5 Graduation Rate Indicator English Learner Expected 2017-2018: District Graduation Rate Target 71.6%	2017-2018 Graduation Rate Indicator English Learner 74%
#6 Graduation Rate Indicator Special Needs Expected 2017-2018: District Graduation Rate Target 59.1%	2017-2018 Graduation Rate Indicator Special Needs 55.1%
#7 Graduation Rate Indicator Foster Youth Expected 2017-2018: District Graduation Rate Target 52.8%	2017-2018 Graduation Rate Indicator Foster Youth 56%
#8 Graduation Rate Indicator Low Income Expected 2017-2018: District Graduation Rate Target 84.2%	2017-2018 Graduation Rate Indicator Low Income 82.4%

Expected	Actual
#9 SBAC ELA Standard Met or Exceed Targets 2017-2018: Grade 7 39%, Grade 8 38%, Grade 11 51%	SBAC Results ELA Standard Met or Exceed 2018-2019 Grade 7 38%, Grade 8 34%, Grade 11 40%
#10 SBAC Math Standard Met or Exceed Targets 2017-2018: Grade 7 24%, Grade 8 23%, Grade 11 19%	SBAC Results Math Standard Met or Exceed 2018-2019 Grade 7 23%, Grade 8 20%, Grade 11 18%
#11 A-G Completion 2017-2018 Target - 20.9%	2017-2018 A-G Completion Rate - 18%
#12 District Attendance Rate Target - 98%	District Attendance Rate 2018-2019 Results - 95.8% (This is an average based on 8 months of data. The final 10 month report will not be available until after July 8th, 2019)
2018-2019 AP Enrollment Target 1,688	2018-2019 AP Enrollment Results - 1,236 students enrolled
2017-2018 - AP Exam Pass Rate of 3+ Target 17.9%	AP Exam Pass Rate 3+ 2017-2018 - 27%
#15 D & F Grade Data of Total Grades Issued 2018-2019 Target - 18%	D & F Grade Data of Total Grades Issued 2018-2019 10%

Expected	Actual
#16 OMS Parent Attendance at district & site events Target (5%) - 1,339	OMS Parent Attendance at district & site events: Result - 1,052 parents participated in district and school events during 2018-2019. (Data provided by only 6 of 8 schools sites)
#17 Panorama Family Survey - Climate Targets: 2018-2019 1. Climate of Support for Academic Learning - 89% 2. Sense of Belonging (School Connectedness) - 85% 3. Knowledge and Fairness of Discipline, Rule and Norms - 87% 4. Safety - 81%	Panorama Family Survey - Climate Results: 2018-2019 1. Climate of Support for Academic Learning - 92% 2. Sense of Belonging (School Connectedness) - 92% 3. Knowledge and Fairness of Discipline, Rule and Norms - 89% 4. Safety - 88%
#18 Panorama Staff Survey - Climate Targets: 2018-2019 1. Climate of Support for Academic Learning - 89% 2. Knowledge and Fairness of Discipline, Rule and Norms - 87% 3. Sense of Belonging (School Connectedness) - 85% 4. Safety - 81%	Panorama Staff Survey - Climate Results: 2018-2019 1. Climate of Support for Academic Learning - 89% 2. Knowledge and Fairness of Discipline, Rule and Norms - 80% 3. Sense of Belonging (School Connectedness) - 72% 4. Safety - 60%

Expected	Actual
#19 Panorama Student Survey - Climate Targets 2018-2019: School Connectedness (high) Gr. 7=65% Gr.9=50% Gr.11=47% Academic Motivation (high) Gr. 7= 79% Gr.9=69% Gr.11=66% High Expectations (high) Gr. 7=69% Gr.9=59% Gr.11=56%	Panorama Student Survey - Climate Results 2018-2019 1. Climate of Support for Academic Learning - 69% 2. Safety - 68% 3. Knowledge and Fairness of Discipline, Rule and Norms - 59% 4. Sense of Belonging (School Connectedness) - 52%
#20 CTE Enrollment Target - 3,800 or greater	CTE Enrollment Results - 4,080 students enrolled
#21 College & Career Indicator 2017-2018 Targets Prepared - 24.9% Approaching Prepared - 16.9% Not Yet Prepared - 58.2%	College & Career Indicator 2017-2018 Results Prepared - 49.6% Approaching Prepared - 16.7% Not Yet Prepared - 33.7%
#22 District High School 9-12 Adjusted Dropout Rate 2017-2018 Target - 4.9%	District High School 9-12 Adjusted Dropout Rate 2017-2018 Result - 5.9%

Expected	Actual
#23 Middle School dropout Rate 2017-2018 Target - 1.5%	Middle School dropout Rate 2017-2018 Result - 2.1%
#24 Annual Safety Drill Data Targets ~University Preparatory School-- LOCKDOWN 3 EARTHQUAKE 3 FIRE 3 ~Goodwill High School -- LOCKDOWN 2 EARTHQUAKE 2 FIRE 2 ~Cobalt Institute of Math & Science-- LOCKDOWN 2 EARTHQUAKE 2 FIRE 4 ~Hook Junior High School-- LOCKDOWN 2 EARTHQUAKE 2 FIRE 4 ~Lakeview Leadership Academy-- LOCKDOWN 2 EARTHQUAKE 2 FIRE 4 ~Adelanto High School-- LOCKDOWN 2 EARTHQUAKE 2 FIRE 2 ~Silverado High School-- LOCKDOWN 2 EARTHQUAKE 2 FIRE 2 ~Victor Valley High School-- LOCKDOWN 2 EARTHQUAKE 2 FIRE 2	Annual Safety Drill Data Results ~University Preparatory School-- LOCKDOWN 3 EARTHQUAKE 3 FIRE 3 ~Goodwill High School -- LOCKDOWN 2 EARTHQUAKE 2 FIRE 2 ~Cobalt Institute of Math & Science-- LOCKDOWN 2 EARTHQUAKE 2 FIRE 4 ~Hook Junior High School-- LOCKDOWN 2 EARTHQUAKE 2 FIRE 4 ~Lakeview Leadership Academy-- LOCKDOWN 2 EARTHQUAKE 2 FIRE 4 ~Adelanto High School-- LOCKDOWN 2 EARTHQUAKE 2 FIRE 2 ~Silverado High School-- LOCKDOWN 2 EARTHQUAKE 2 FIRE 2 ~Victor Valley High School-- LOCKDOWN 2 EARTHQUAKE 2 FIRE 2

Expected	Actual
#25 2017-2018 (Local Data) Targets for Incidents of Restraint Adelanto High School - 3 Silverado High School - 29 Goodwill High School - 0 Victor Valley High School -14	2017-2018 (Local Data) Results for Incidents of Restraint Adelanto High School - TBD Silverado High School - 26 Goodwill High School - 0 Victor Valley High School - TBD

Actions/Services

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

Action 1

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

Continue to assess district and school climate as well as parent/guardian feedback on satisfaction in areas measured by the state indicators and California School Dashboard. Climate assessments will be completed at the beginning of the year and be accessible by staff. Climate surveys will dis-aggregate data for at-risk groups such as foster youth and English Learners.	The district evaluated the student, family and staff surveys by Panorama Education, which provides the same climate and safety surveys as WestEd, but also helps the district identify the most needed socioemotional skills our students may lack or need support in by our staff. The district provided school site teacher training to pilot cohorts of teachers to begin use of panorama data at a classroom level. The wrong account code was charged but the service still occurred as planned.	$32,000.00 LCFF SCG (SigDispro)	$32,0000 LCFF SCG (SigDispro)

Action 2

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

Provide additional funding for school sites to offer additional resources (conferences, guest speakers, parent education programs, cultural proficiency, etc.) to parents/guardians to increase attendance at school site meetings and events. Support parents/guardian in their understanding of educational initiatives when they are serving as members of a committee such as DAC, SSC, ELAC or DELAC by offering conferences and training opportunities. Allow for refreshments and child care when needed.	Three schools offered the Parent Quality Institute of Education in an effort to engage and educate parents about the school system and empower them to be a support system for the school and the students. Parents and guardians were also provided an opportunity to attend CABE as well as other conferences.	1. $73,694.00 Title I (Sites)	1. $30,524.00 Title I (Sites)

Action 3

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

Offer College & Career events that involve parents, such as: College Application Workshops (Grades 11-12), College Information Workshops (Grades 9-12), Financial Aid Workshops (Grades 11-12), FAFSA Workshops (Grade 12), Scholarship Workshops (Grades 10-12) and K-16 Bridge Information Evenings. (SP, Strat.3, Spec.Rslt.2,II.A) Schools will ensure focus on target groups of student such Special Education, EL, Low Income, and Foster Youth.	Many school sites invited parents to attend college trips but transportation for many of our families is an issue. Many schools used their site Title I funds to arrange transportation and therefore the district funds were not utilized. Schools offered to pay for entry fees and provide materials for parents interested in college trips. Many school sites accessed site Title I funding through their SPSA. Each school site hosted an evening FAFSA application workshop and college application workshops in the career centers to ensure parent and student support during college application season. District funding was not required and the school sites will continue to support parent involvement activities through their Parent Engagement Centers.	$7,232.00 Title I (District)	$0 Title I (District)

Action 4

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

Hold annual meetings, led by counselors, teachers or administrative staff, with parents to educate/update parents on their child(ren)'s progress towards graduation and/or college & career readiness. Ensure the events for parents/guardians of targeted EL students are bilingual. The district will continue to employ a district translator to support all school and district events and meetings when needed to ensure communication with bilingual families.	Individual school sites held annual meetings with parents to educate / update parents on their child(ren)'s progress towards graduation and/ or college & career readiness. Students are monitored by teachers, counselors, and administration. Meetings are held with students and parents when students have multiple academic warnings. Family Engagement Liaisons also supported this action/service by providing parents with information and evening events in this area. The district interpreter provided bilingual support to school sites for family counseling events and district family meetings.	$54,068.00 Title I (District)	$47,936.00 Title I (District)

Action 5

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

(Moved from 2017-18 Goal 7, Action/service 4) Continue to employ a Public Engagement Information Manager for the purpose of increasing communication district wide about services and opportunities for families to receive support through specialized targeted programs and other needs based information. This position is important to help increase attendance and parent participation, particularly with our low income families. Victor Valley is 100% low income as a district and the need for a variety of communication of services for our target families is vital to student success.	The district continued to employ a Public Engagement Information Manager for the 2018-2019 school year.	$102,538.00 LCFF SCG (At-Risk)	$109.786.00 LCFF SCG (At-Risk)

Action 6

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

As school sites determine their college and career readiness needs, they will evaluate their needs and utilize the support of a career center technician or an additional college counseling needs through the SPSA process. Ensure that ALL high schools/school of choice have a dedicated career/college guidance technician who is highly trained to support all students' needs.	The district increased Career Guidance Technicians from three to four for the 2018-2019 school year. Each of the three comprehensive high schools has a dedicated tech and the two schools of choice (UP and CIMS) share one tech weekly. The tech at Victor Valley High School supports Goodwill High School as well. There was personnel changes which resulted in less salary encumbrance required for the positions at SHS and CIMS/UP.	$355,760.00 LCFF SCG (At-Risk)	$256,083.00 LCFF SCG (At-Risk)

Action 7

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

Provide support for a Parent Center at school sites who have employed a Family Engagement Liaison. The Family Engagement Liaison will support and monitor parent engagement. They will also support the school sites with the annual parent survey/evaluation, parent attendance at workshops monitoring using OMS, and provide events to help parents navigate the school system.	Parent Center increased from six to seven schools sites and each school employed a Family Engagement Liaison (FEL). The FELs supported the school sites with family outreach and held events for families such as "family Paint Night", "Eat Lunch with your Student Day" and "New Parent Orientation High School 101". The newest activity was a foster parent luncheon for all foster parents in the district and community.	1. $243,741.00 Title I (Site) 2. $47,617.00 LCFF SCG (English Learners)	1. $228,888.00 Title I (Site) 2. $43,452.00 LCFF SCG (English Learners)

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
(Moved from 2017-18 Goal 8, Action/Service 8.1) Maintain a district-wide safety committee who will support district safety though/by: • Revise the district-wide safety plan for all school sites and departments annually. Ensure the plan has clear primary and back-up roles and responsibilities for all	VVUHSD moved forward with several areas of support for this action. Training of the security officers at all schools increased this year in the area of socioemotional learning. Each school site provided revised safety plans to the risk management manager who is used the information to organize	$0	$0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
staff at school sites and the district to perform in an emergency situation. Include professional learning for personal enrichment of staff in CPR, first aide, etx. • Performing site assessments to determine potential liabilities and create timelines to address both correction and prevention. • Ensuring police, probation and emergency responders are included in the creation of the safety plans. • Utilizing a monthly/quarterly calendar of required safety drills (fire, earthquake, and intruder) in compliance with California Education Code, to include submission of evidence to Risk Management. • Coordinate the planning and implementation of regular staff training on safety-plans district-wide.	a formal, full scale safety drills involving law enforcement and fire. Emergency containers are available for every teacher on each school site and a plan was developed to ensure safety/emergency supplies are in place annually. Each school site is now submitting a safety drill calendar. The district office will conducted a full scale safety drill in January with the support of VPD.		

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
(Moved from 2017-18 Goal 8, Action/Service 8.3) Create a team at each school site for safety and support. The team will meet quarterly to: • Establish a school site crisis team led by a site administrator with essential personnel to support students and staff in a crisis. • Schedule and coordinate training for the team and establish crisis protocols, mental health issues and socio-emotional support skills which staff is informed about annually. • Establish and coordinate training for staff on emergency response procedures. • Provide revisions to the school site safety plan.	VVUHSD revised multiple board policies in regards to student crisis and suicide protocol. The district PBIS coordinator helped each school site establish a hard copy protocol on how to handle student crises and a list of resources to support the counseling staff. Professional development was provided to staff in the area student mental health issues in the classroom during a week-long wellness symposium conducted in March 2019. The district also revised SST protocols. The district did receive a Title IV SSAE Grant ans used this funding to compensate staff for attending the March symposium.	$0	$50,626.00 Title IV SSAE Grant

Action 10

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

(Moved from 2017-18) Goal 5, Action/Service 5.4) Provide workshops/ professional development opportunities to certificated and classified staff enhance the practices, safety and security of our students and staff. Support customer service training and job-alike training for classified staff to ensure high quality service to staff and families. The training will also provide staff with skills and supports to help serve our low income families, and identify foster youth and homeless youth, to ensure they are receiving supplementary services at the school sites,	Human resources has a three day safety staff training planned for the first week in August for Campus Security and Campus Security Assistants. Individual training occurred at school sites for classified staff based on site need and were funded by LCFF as well.	$50,712.00 LCFF SCG (At-Risk)	$17,618.00 LCFF SCG (At-Risk)

Action 11

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
(Moved from 2017-18 Goal 8, action 8.4) Conduct an annual review of the effectiveness of campus safety officers and establish guidelines for staffing based on student numbers and safety related incidents. Continue to provide training for safety officers and recruitment/training of substitute safety officers. Contract for law enforcement services for probation officers and school resource officers (SROs) for student safety and SARB. Probation officers will provide on campus supports for at-risk students in areas including anger management, drug/alcohol abuse, and other social-emotional programs. Probation Officers and SROs will conduct home visits for students who are chronically absent including homeless and foster youth.	VVUHSD continued to contract with VPD and SB County Sheriffs to hire school resource officers and probation officers, respective.	$435,982.00 LCFF SCG (At-Risk)	$588,645.00 LCFF SCG (At-Risk)

Analysis

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

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

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

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

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 4, 7, 8

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
#1 District High School 9-12 Adjusted Dropout Rate 2017-2018 Target - 3.9%	District High School 9-12 Adjusted Dropout Rate 2017-2018 = N/A 2016-2017 = 5.9%
#2 District High School Hispanic/Latino Dropout Rate 2017-2018 Target - 3.3%	District High School Hispanic/Latino Dropout Rate 2017-2018 = N/A 2016-2017 = 4.2%

Expected	Actual
#3 District High School Asian Dropout Rate 2017-2018 Target > 1%	District High School Asian Dropout Rate 2017-2018 = N/A 2016-2017 = 2.2%
#4 District High School African American Dropout Rate 2017-2018 Target - 2.0%	District High School African American Dropout Rate 2017-2018 = N/A 2016-2017 = 5.6%
#5 District High School White Dropout Rate 2017-2018 Target - 4.0%	District High School White Dropout Rate 2017-2018 = N/A 2016-2017 = 6.3%
District High School Two or More Races Dropout Rate 2017-2018 Target - 6.6%	District High School Two or More Races Dropout Rate 2017-2018 = N/A 2016-2017 = 10.7%
#7 SBAC ELA Standard Met or Exceed Targets 2017-2018: Grade 7 39%, Grade 8 38%, Grade 11 51%	SBAC Results ELA Standard Met or Exceed 2017-2018 Grade 7 38%, Grade 8 34%, Grade 11 40%
#8 SBAC Math Standard Met or Exceed Targets 2017-2018: Grade 7 24%, Grade 8 23%, Grade 11 19%	SBAC Results Math Standard Met or Exceed 2017-2018 Grade 7 23%, Grade 8 20%, Grade 11 18%

Expected	Actual
#9 ELA Grade of D or F 2018-2019 Targets Grade of "D" - 1,078 Grade of "F" - 1,139	ELA Grade of D or F 2018-2019 Results: Grade of "D" - 1,158 Grade of "F" - 1,519
#10 A-G Completion 2017-2018 Target - 20.9%	2017-2018 A-G Completion Rate - 18%
#11 AP 2018-2019 Enrollment Target 1,688	AP 2018-2019 Enrollment Results - 1,236 students enrolled
#12 AP Exam Pass Rate 2017-2018 - Target 17.9% 3 or Better Exam Score	AP Exam Pass Rate District-wide 2017-2018 - 27%%

Actions/Services

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

Action 1

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
(Moved from 2017-18 Goal 5, Action/Service 5.1) Establish various Adhoc professional development committees that empowers stakeholders in the planning, implementation and coordination of professional development opportunities. Provide extra duty for staff to attend committee meetings beyond the contractual day.	The Adhoc Professional development committee collaborated during the year to determine the next steps for professional development, The summer professional development days will include a focus on socioemotional learning, safety and technology. The district provided two google surveys to solicit feedback from all teaching staff and the data was used to guide the decision making by the committee.	$0	$0

Action 2

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
(Moved from 2017-18 Goal 5, Action/Service 5.2) Maintain one central location to store information regarding professional development attendance that is easily accessible. (OMS). Provide consultants, district experts or other services to support staff professional development.	VVUHSD used the San Bernardino County Superintendent of Schools' OMS system to track all professional development through out the school year. It also tracked the multiple contracted consultants and staff attendance at school site parent workshops. The OMS system is accessible through the district website and a professional development calendar is maintained annually. The future goal is to have a more developed website for the educational services department that also includes PD resources, calendars, and conference information.	$31,000.00 Title II	$26,988.00 Title II

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
(Moved from 2017-18 Goal 5, Action/Service 5.3) The district will provide equitable	VVUHSD Educational Services team organized and hosted two District Professional	$376,845.00 Title I (District)	$350,974.00 Title I (District)

professional development for counselors, teachers and administration (site and district) in areas that directly impact student achievement, effective data analysis, EL strategies, student wellness and alignment of district and site goals to the state priorities and dashboard indicators. Allow for consultants and conferences to provide expert professional development. Provide extra pay for staff to attend district designed professional development beyond the contractual day. Design a two day professional development program for certificated staff prior to the start of the school to reinforce best practices, socioemotional learning and curriculum alignment. Employ an evaluative inquiry process to monitor and guide district professional development. A professional learning committee will support the design of the summer professional	Development Days in August prior to the start of school and then continues throughout the year. Limited PD was provided during the contractual day and substitutes were provided for release time. Other PD required staff to be paid extra duty to attend beyond the contractual day.

development.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
(Moved from 2017-18 Goal 5, Action/Service 5.5) Employ two district coordinators to support professional learning and curriculum/ content development in the areas of math, science, history/social science and English through district categorical funding. The coordinators will also support other content areas as needed with curriculum/content development. The coordinators will support rigorous curriculum design and curriculum advisory board organization and implementation.	VVUHSD provided additional professional development and instructional support for teachers in ELA, Social Science, Science, and Math by employing two district coordinators.	1. $72,335.00 Title II (District) 2. $289,337.00 Title I (District)	1. $72,335.00 Title II (District) 2. $258,978.00 Title I (District)

Action 5

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

(Moved from 2017-18 Goal 1 Action/Service 1.14) Provide professional development for counselors and career center technicians in college entrance requirements, financial aid options for low income students, the Dream Act and other information to increase equitable access to UC/CSU/CC for targeted student groups.	Counselors and career support staff attended various conferences and workshops related to college and career student support. Many of the events were funded free at county and Cal State levels. The funding for this action was underutilized due to the fact the school sites provided site Title I funding to support their staff in this area of professional learning.	$20,000.00 Title II (District)	$2,176.00 Title II (District)

Analysis

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

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

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

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

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

Goal 4

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 6

Local Priorities: N/A

Annual Measurable Outcomes

Expected

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

Actual

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

#2 Panorama Family Survey - Climate Targets: 2018-2019 1. Climate of Support for Academic Learning - 89% 2. Sense of Belonging (School Connectedness) - 85% 3. Knowledge and Fairness of Discipline, Rule and Norms - 87% 4. Safety - 81%	Panorama Family Survey - Climate Results: 2018-2019 1. Climate of Support for Academic Learning - 92% 2. Sense of Belonging (School Connectedness) - 92% 3. Knowledge and Fairness of Discipline, Rule and Norms - 89% 4. Safety - 88%
#3 Panorama Staff Survey - Climate Targets: 2018-2019 1. Climate of Support for Academic Learning - 89% 2. Knowledge and Fairness of Discipline, Rule and Norms - 87% 3. Sense of Belonging (School Connectedness) - 85% 4. Safety - 81%	Panorama Staff Survey - Climate Results: 2018-2019 1. Climate of Support for Academic Learning - 89% 2. Knowledge and Fairness of Discipline, Rule and Norms - 80% 3. Sense of Belonging (School Connectedness) - 72% 4. Safety - 60%
#4 Uniform Complaint Filings 2018-2019 Target 0	Uniform Complaint Filings 2018-2019 Results = 0 Complaints Filed.

#5 Williams Finding Report (SBCSS) Targets: 1. Instructional Materials : No Insufficiencies were observed 2. Facilities: • Extreme Deficiencies: No Observed • Good Repair Deficiencies: No More than 3 reported 3. Teacher Assignments: No findings	Williams Finding Report (SBCSS) Results: 1. Instructional Materials : No Insufficiencies were observed 2. Facilities: • Extreme Deficiencies: a. Lakeview Leadership Academy: 2 Findings (repaired immediately) • Good Repair Deficiencies: a. Cobalt Institute of Math & Science: 17 Findings (repaired immediately) b. Hook Junior High: 0 Findings c. Lakeview Leadership Academy: 0 Findings d. Silverado High School: 5 Findings (repaired immediately) e. Victor Valley High School: 13 Findings (repaired immediately) 3. Teacher Assignments: No findings
#6 2018-2019 Maintain Teacher Assignment Williams Report Status as “no findings”	2018-2019 Maintain Teacher Assignment Williams Report Status = “no findings”

Actions/Services

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

Action 1

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

(Moved from 2017-18 Goal 6, Action/Service 6.1) Define and promote VVUHSD expectations for staff, students and parents through the following: • Investigate programs to support customer service expectations and continue to use climate data to guide the direction of classified professional development in customer service expectations. • Provide annual training for all staff on district policies and procedures.	VVUHSD strives to promote the expectations for staff, students and parents through the use of many resources. The district website is the primary source of communication along with school websites. Every school has a parent/student handbook that outlines the expectations at each school site. This is an area for continued growth, but the district is committed to making this area a priority in the district Strategic Plan.	$0	$0

Action 2

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

(Moved from 2017-18 Goal 7, Action/Service 7.3) Student Support Services and the Central Enrollment Center will collaborate with outside agencies to provide a collaborative network with referral resources for housing, food, clothing and health services. Student services and health services will begin exploration of clinical counseling services, psychologist interns, counseling interns or other programs to provide additional services. Expand the availability of resources or on-site support utilizing local counseling agencies and community support services including Desert Mountain SELPA and County Mental Health for students and their families.	This action was not fully implemented for the 2018-2019. A Homeless and Foster "Hope Chest" pilot has been started at one school and if the resources are accessed and the families find it valuable, we will continue with them at each school site. Our central enrollment center is our foster and homeless youth primary location for support. We provide backpacks and referral to free counseling and support services in the community. The funding allocated to this action will be budgeted in the 2019--2020 plan.	$20,000.00 Title I (District)	$3,222.00 Title I (District)

Action 3

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

(Moved from 2017-18 Goal 7, Action/Service7.6) Design and offer district and/or school competitions/celebrations to encourage school connectedness and celebrate achievement of low income and at-risk students which will include, but not be limited to: National College Signing Day, Pathway Completion Achievement, Science and Engineering Fair Awards, Visual and Performing Arts Achievements, National History Day Competition, Reclassification Ceremony, Etc. Implement / maintain district and/ or site supported student recognition programs such as: Renaissance, Honor Roll, National Honor Society, Student of the Week, It's a Gas to go to Class.	The district has supported several student recognition programs including the District Science & Engineering Fair, National History Day, Skills USA, Student of the Quarter and It's a Gas to go to Class. The school sites held additional recognition celebrations ranging from honor roll to perfect attendance. The money was set aside out of LCFF SCG but was charged ot a different account code.	$6,000.00 LCFF SCG (At-RIsk)	$6,364.00 LCFF General Fund

Action 4

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

(Moved from 2017-8 Goal 7, Action/Service 7.7) Develop an open choice transition program for Special Education students ages 18-22 to continue with life skills and workability training. If increased funding through the workability program is available, restore the clerical position to support workability.	This action is in progress through our special education department. There has been collaboration through workability and the CTE program help the case carriers of adult students still in the SPED program begin to transition into the work force or into job skill training.	$0	$0

Action 5

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

Each school site and district division will establish the following: (strategic plan) • Organization flow chart • Division of responsibilities • Commonly used forms on the district website • Flowcharts to help navigate specific commonly requested processes • Protocols and timelines for common/annual processes, procedures and events • Quarterly calendar of required safety drills (Fire, Earthquake, Intruders)	The district is continuing work in this area. The most process has been made in safety and safety drills. Title IV funding was used to create safety bins for every teacher and every office are int he district with emergency supplies. There have been district wide safety drill scheduled with local police and fire involved. The remaining area are under way and this action will be continued in the 2019-202 LCAP.	$0	$0

Action 6

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

Provide annual training for classified staff in the following areas: (strategic plan) • Customer service • Division specific skills • Safety protocols	Classified staff have been provided with conferences and job specific training throughout the school year. The most innovative opportunity was the week long wellness symposium provided to both classified and certificated staff.	$0	$0

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Align graduation requirements so that every student in VVUHSD will complete the CU/CSU college entrance requirements for graduation and/or a district approved alternative pathway beginning with the class of 2021.	This action was not yet completed. The district will be redesigning this actin and service and a committee will convene to explore the needs of schools sites if the graduation requirements change for the next incoming potential graduating class	$0	$0

Analysis

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

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

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

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

Goal 5

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

State and/or Local Priorities addressed by this goal:

State Priorities: 5, 6, 7

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
#1 District High School 9-12 Adjusted Dropout Rate 2017-2018 Target - 3.9%	District High School 9-12 Adjusted Dropout Rate 2017-2018 = N/A 2016-2017 = 5.9%
#2 Middle School Dropout Rate 2017-2018 Target - 1.48%	Middle School Dropout Rate 2017-2018 = N/A 2016-2017 = 2.1%
#3 District Expulsion Data Target - 64 Students	District Expulsion Data Results - 78 Students

#4 Positive Behavior Support Interventions 2018-2019 Target Year 1 Cohorts = 0 Year 2 Cohorts = 1 Year 3 or 3+ Cohorts = 7	Positive Behavior Support Interventions 2018-2019 Results Year 1 Cohorts = 0 Year 2 Cohorts = 0 Year 3 or 3+ Cohorts = 8
#5 Panorama Student Survey - Climate Targets 2018-2019: School Connectedness (high) Academic Motivation (high) High Expectations (high) Gr. 7=65% Gr.9=50% Gr.11=47% Gr. 7= 79% Gr.9=69% Gr.11=66% Gr. 7=69% Gr.9=59% Gr.11=56%	Panorama Student Survey - Climate Results 2018-2019 1. Climate of Support for Academic Learning - 69% 2. Safety - 68% 3. Knowledge and Fairness of Discipline, Rule and Norms - 59% 4. Sense of Belonging (School Connectedness) - 52%
#6 Panorama Family Survey - Climate Targets: 2018-2019 1. Climate of Support for Academic Learning - 89% 2. Sense of Belonging (School Connectedness) - 85% 3. Knowledge and Fairness of Discipline, Rule and Norms - 87% 4. Safety - 81%	Panorama Family Survey - Climate Results: 2018-2019 1. Climate of Support for Academic Learning - 92% 2. Sense of Belonging (School Connectedness) - 92% 3. Knowledge and Fairness of Discipline, Rule and Norms - 89% 4. Safety - 88%

#7 Panorama Staff Survey - Climate Targets: 2018-2019 1. Climate of Support for Academic Learning - 89% 2. Knowledge and Fairness of Discipline, Rule and Norms - 87% 3. Sense of Belonging (School Connectedness) - 85% 4. Safety - 81%	Panorama Staff Survey - Climate Results: 2018-2019 1. Climate of Support for Academic Learning - 89% 2. Knowledge and Fairness of Discipline, Rule and Norms - 80% 3. Sense of Belonging (School Connectedness) - 72% 4. Safety - 60%
#8 District Attendance Rate 2018-2019 Target - 98%	District Attendance Rate 2018-2019 Results - 95.8% (This is an average based on 8 months of data. The final 10 month report will not be available until after July 8th, 2019)
#9 District Annual Suspension Rates (California School Dashboard - 2018 release) Targets: District = 7.7% English Learners = 6.8% Foster Youth = 18.3% Homeless = 7.3% Low Income = 8.4% Special Needs = 16.4% African American = 15.6% Hispanic = 5.1% Two/More Races = 14.2% White = 7.0%	District Annual Suspension Rates (California School Dashboard - 2018 release) Targets: District = 9.3% English Learners = 6.6% Foster Youth = 19% Homeless = 15.4% Low Income = 9.9% Special Needs = 17.2% African American = 18% Hispanic = 6.6% Two/More Races = 13.4% White = 8.1%

#10 Graduation Rate Indicator Districtwide Expected 2017-2018: District Graduation Rate Target 87.8%	2017-2018 Graduation Rate Indicator District-Wide 82.1%
#11 Chronic Absenteeism Reduction Target 12.5% (California School Dashboard 2018 release)	Chronic Absenteeism Reduction Result 14.7% (California School Dashboard 2018 release)

Actions/Services

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

Action 1

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

(Moved from 2017-18 Goal 6, Action/Service 6.3) District divisions and schools sites will establish committees and conduct committee meetings to review and update protocols and procedures on an annual basis. Stakeholders will provide input to ensure equity and compliance for all federal, state and district policies.	To help increase district-wide knowledge of and implementation of protocols and procedures, the management team planned quarterly meetings to ensure the stakeholders were able to provide input on changes and updates for district customer service practices.Unfortunately with the staffing change over at the district level these meetings were not held. The district Strategic Plan 2020 still emphasizes safety and this will will continue to be a focus.	$0	$0

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
(Moved from 2017-18 Goal 6, Action/Service 6.2). Maximize use of the district website as an essential tool to communicate and provide resources to all stakeholders.	The VVUHSD website provides resources to staff, students, and parents at the school site and district level. First the majority of the school year, the website is incorporated a feature under the	$15,000.00 LCFF SCG (At-Risk)	$13,777.00 LCFF SCG (At-Risk) $17,600.00 LCFF SCG (English Learners)

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

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

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Utilize team-building strategies district-wide during collaboration, meetings and classroom instruction to increase the positive attitudes towards learning and in the work place to promote the district shared belief that positive relationships foster success.	The action is in progress and staff is receiving training in team building and collaboration for the 2019-202 school year.	$0	$0

Action 4

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

Explore and/or expand programs at school sites to include peer to peer student support.	School sites are each individual implementing different types of peer support programs at school sites. Most programs are being supported though site Title I funding. Teachers are provided training and students are being recruited to ensure the support is in place based upon the strategic plan.	$30,000.00 Title I (District)	$18,102.00 Title I (District)

Action 5

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

(Moved from 2017-18 Goal 1, Action/Service 1.4) Ensure Foster Youth district liaison has adequate training, knowledge, and resources to carry out responsibilities (Ed. Code 48853.5) to reduce the effects of mobility for our foster youth. The district liaison will continue with professional development on homeless and foster youth as well as support/organize professional development for all district staff. The district liaison will maintain a database for foster youth and homeless youth contact information and coordinate with school site homeless liaisons.	The Foster Youth District Liaison attended training and explored resources to carry out responsibilities to reduce the effects of mobility on our foster youth. The assistant to the Foster Youth liaison also engaged in professional development. The Foster Youth Liaison supported our first school site with the creation of a "Hope Chest" at Lakeview Leadership Academy to begin purchasing new basic need items for homeless students. The Central Enrollment Center plays a pivotal role is supporting our homeless and foster students. District Title I money can no longer be used to buy personal items or incentive for students therefore, the funding was not utilized this year.	1. $5,000.00 LCFF SCG (At-Risk) 2. $1,000.00 Title I (District)	1. 334.00 LCFF SCG (At-Risk) 2. $0 Title I (District)

Action 6

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

(Moved from 2017-18 Goal 1, Action/Service 1.13). Employ five intervention teachers to target student social-emotional well-being and reduce behavior incidents on campus of target groups (OCI). The Intervention teacher will also support PBIS by implementing strategies during small group support and school-wide initiatives. Revise job description and ensure position fidelity. School sites will implement an SEL curriculum to be used by the intervention teacher for additional support.	VVUHSD employed four FTE Intervention Teachers at Adelanto H.S., Victor Valley H.S. Silverado H.S., and Hook J.H. Partially through the school year, Cobalt Institute of Math & Science integrated an intervention program and provided extra periods to current teaching staff, who supported students academically and socioemotionally, the second semester to help address growing student concerns.	1. $657,298.00 Title I (Site) 2. $28,406.00 LCFF SCG (English Learner)	1. $432,802.00 Title I (Site) 2. $8,169.00 LCFF SCG (English Learner)

Analysis

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

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

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

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

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

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

The Victor Valley Union High School District is committed to the involvement of all stakeholders in the development of the Local Control and Accountability Plan. The LCAP, as well as the district Strategic Plan, reflect creativity, diversity and commitment to raise levels of student achievement. Both plans prepare our district's students for college and career. The Victor Valley Union High School District used a variety of activities during meetings to involve stakeholders in the LCAP process, including discussion and review of goals, district data and the proposed action and services.

Parent, Staff and Community Engagement:
1. The Victor Valley Union High School District has established a Local Control & Accountability Plan (LCAP) Advisory Committee that is held in an open forum format. The group consisted of community members, board members, parents, students, teachers, counselors, classified staff, and administration. The district had several parents attend the LCAP Advisory committee consistently, representing English Learner, Foster youth, Advanced Placement, African Americans and socioeconomically disadvantaged. The LCAP Advisory Committee attendance ranged from 15 to 30 people every meeting. The LCAP Advisory Committee met 12 times on the following dates:
• September 18, 2018
• October 1, 2018
• October 23, 2018
• November 27, 2018
• January 22, 2019
• February 5, 2019
• February 26, 2019
• March 12, 2019

• April 2, 2019
• April 16, 2019
• April 30, 2019
• May 14, 2019
The agenda for every meeting included a team building activity as well as data review. Presentations to the committee were provided by district staff including the Coordinator of Career Technical Education, the district foster youth liaison, and the Coordinator of English Learners on topics such as CTE student enrollment, career pathways, foster youth enrollment, low income student needs, and English Learner Progress. The LCAP Advisory committee meetings from April through May focused on data review and the review of the district goals and proposed actions and services. The final LCAP Goals and Action/Services were presented to the LCAP Advisory Committee on May 14, 2018.

1. Community Forum meetings regarding the Local Control Funding Formula and the district LCAP process was presented to the school sites and community on May 8th and May 22nd, 2018. The plan goals were presented to the attendees and information was provided on how to provide comments, suggestions and general feedback on the plan through the posting of the plan on the district website. The comments will be collected and provided to the Superintendent for written response if applicable prior to the June 20th Public Hearing of the LCAP.

2. School site review of the LCAP goals, actions and services took place at specific School Site Council Meetings and ELAC meetings throughout the year. Each school site presented LCAP information in the month of October and November and provided the LCAP Advisory Committee meeting dates if they would like to further participate in the process. Lakeview Leadership Academy requires LCAP to be a standing agenda item on their Monthly School Site Council meeting the 2nd Tuesday of every month. Adelanto High School integrated the LCAP Goals, Actions and Services into 5 SSC meetings and how the district LCAP aligns with the school site Single Plan for Student Achievement.

3. District parent meetings were held and the LCFF and LCAP were presented at the District English Learner Advisory Committee (DELAC) on August 22nd and September 19th, 2018 and March 13th, 2019. The parents in attendance we engaged in conversation about their specific thoughts and ideas about proposed services they felt should be in the new plan that would benefit their students and schools.

Student Engagement:
The student voice in the LCAP is a priority for our district. The students participated in the Panorama Student Climate Survey and Student Socio-Emotional Learning Survey (SEL) in 2018-2019. In an effort to elicit feedback from students, eight student forums were held which included over 160 students from diverse backgrounds and varying grade levels. In addition, the third annual food tasting student forum was held to provide nutrition services with information about which breakfast and lunch selections they felt would improve student response to food quality and taste districtwide.

The forums were held on the following dates:
• May 3rd, 2019 – University Preparatory School
• May 1st, 2019 – Lakeview Leadership Academy
• April 24th, 2019 – Victor Valley High School
• April 30th, 2019 – Silverado High School
• April 26th, 2019 – Adelanto High School
• May 6th, 2019 – Goodwill High School
• April 24th, 2019 – Cobalt Institute of Math & Science
• April 24th, 2019 – Hook Junior High School
• November 27th, 2018 – Fourth Annual Student Food Tasting Event
During school site student forums, students were presented data from the Panorama Climate Survey and LCAP goals (actions and services) and engaged in an activity in which they provided feedback on topics such as school connectedness, safety, adult support, and mental health. The overall well-being of our students is important to ensure they are able to engage and learn in a supportive, safe school environment.

Governing Board:
As an integral part of the district governance team providing local accountability, the School Board has been involved in the LCAP development and approval process. The district LCAP Advisory Committee meetings were attended by a board representative who actively engaged with the committee members in the data analysis and group work.
• An LCAP update was presented in October 25th, which presented information on the local indicators, the current progress of the actions and services as well as the progress the LCAP Advisory Committee was making on the plan revisions for 2019-20.
• A Public Hearing on the LCAP was held on June 20th, 2019.
• The School Board adopted the LCAP on June 27th, 2019.

LCAP Climate Surveys:
The district partnered with Panorama to administer surveys this year to students (two surveys), staff and families. The first student survey is about climate and the second survey measures socioemotional learning. The survey results were shared with the LCAP Advisory Committee on May 14th, 2019. The survey participation is below:
Parent Respondents- 351
Teacher/Staff Respondents-279
Student Respondents- 7,800

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

The LCAP Advisory Committee and other stakeholder groups conducted an in-depth study of the annual update for the 2017-2018 plan as well as the data related to the progress being made for the 2017-2018 plan. The impact on the draft of the plan for the 2019-2020 was minor but the voice of the stakeholders is clearly heard in the recommended changes and explanation.

The LCAP advisory committee, using feedback from other stakeholder groups, are still agreement regarding the five current goals for the district and have determined the goals align with the district strategic plan. The actions and service remained relatively the same but was recommendation for shifting in the funding and the addition of staff to meet the needs of our students. In general the this LCAP year was generally successful and informed our decision making for the 2019-2020 plan.

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 1

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities: N/A

Identified Need:

1. California School Dashboard data indicates graduation rate is below state levels and there is a need to increase the number of students graduating on time.
• VVUHSD will increase the graduation rate for all students by 5% (2018-2019)
• Maintain and/or Increase CTE and Career pathway options for students to prepare for college & career.
2. Graduation rates for target group are below district average.
• VVUHSD will works towards a 2% increase in graduation rate for the following target groups: Hispanic, African American, White, English Learners, Special Education, and Low Income/Foster Youth (2018-2019)
• Reduction in the Dropout rate by 1% for all target groups
• Increase in A-G Completion rate by 5% or meet/exceed state average of 41.4%
3. District Attendance rates are below target of 98%.
• Increase pupil attendance by .5%
4. California School Dashboard Suspension Data indicates the district is in the “very high - orange" category according to the rubric and there is disproportionality with target groups.
• Reduce the number of suspensions by 2% district-wide and for all target groups.
5. The number of students enrolling in Advanced Placement and passing an Advanced Placement Exam is below state levels.
• Increase enrollment in AP Courses by 2%
• Increase AP pass rate by 2%
6. The college and career indicator is not available but the district qualitative data supports the fact that fewer student are entering directly into a college after high school.
• School sites will begin to develop a process to monitor the rate of college bound pupils

7. California School Dashboard data indicates students are performing below level 3 in ELA by 36.7 points and by 104 in math.
• VVUHSD will increase by 3% the pupils attaining proficiency (level 3) as measured by CAASPP in grades 7, 8, and 11 in ELA and Math
8. California School Dashboard Data indicates English Learners are performing below district-wide levels in ELA, Math and Graduation rate indicators.
• Increase English Learner progress towards proficiency in English and math.
• Increase acquisition of English proficiency for EL students.
• Increase the number of students reaching reclassification by 2% annually.
9. District local data indicates there are a large number of students receiving a grade of “D” or “F” in all courses.
• Decrease by 3% the number of pupils receiving a letter grade lower than C- in both ELA and Math
10. The district recognizes a need to increase counseling and guidance for students interested in exploring career opportunities beyond graduation.
• Increase the number of students in the "Prepared" and "Approaching Prepared" categories on the College/Career Indicator on the California School Dashboard by 2% annually.
• Increase the number of students scoring "Ready" or Conditionally Ready" for EAP on the SBAC by 2% annually.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1) Graduation Rate Indicator District-wide (California School Dashboard)	2015-2016 -82.8%	2016-2017 - Target 87.8%	Target TBD per the California School Dashboard Fall 2018 Release	2019-2020 - Target 86.2% (California School Dashboard)
2) Graduation Rate Hispanic (California School Dashboard)	2015-2016 - 84.3%	2016-2017 - Target 87.8%	Target - TBD per the California School Dashboard Fall 2018 Release	2019-2020 - Target 89.3% (California School Dashboard)

3) Graduation Rate African American (California School Dashboard)	2015-2016 - 76.3%	2016-2017 - Target 78.3%	Target - TBD per the California School Dashboard Fall 2018 Release	2019-2020 - Target 78.1% (California School Dashboard)
4) Graduation Rate White (California School Dashboard)	2015-2016 - 83.9%	2016-2017 - Target 85.9%	Target - TBD per the California School Dashboard Fall 2018 Release	2019-2020 Target 85.4% (California School Dashboard)
5) Graduation Rate English Learners (California School Dashboard)	2015-2016 - 69.6%	2016-2017 - Target 71.6%	Target - TBD per the California School Dashboard Fall 2018 Release	2019-2020 Target 77.7% (California School Dashboard)
6) Graduation Rate Special Education (California School Dashboard)	2015-2016 - 55.1%	2016-2017 - Target 59.1%	Target - TBD per the California School Dashboard Fall 2018 Release	2019-2020 Target 57.8% (California School Dashboard)

7) Graduation Rate Socioeconomically Disadvantaged (California School Dashboard)	2015-2016 - 82.2%%	2016-2017 - Target 84.2%	Target - TBD per the California School Dashboard Fall 2018 Release	2019-2020 Target 86.5% (California School Dashboard)
8) Graduation Rate Foster Youth (California School Dashboard)	2015-2016 - 41.4%	2016-2017 - Target 43.4%	Target - TBD per the California School Dashboard Fall 2018 Release	2019-2020 Target 58.8% (California School Dashboard)
9) SBAC English Language Arts: % Standard Met or Exceed (CAASPP)	2015-2016 : Grade 7 32% Grade 8 31% Grade 11 45%	Target 2016-2017 : Grade 7 35% Grade 8 34% Grade 11 48%	Targets 2017-2018: Grade 7 39% Grade 8 38% Grade 11 51%	Targets 2018-2019: Grade 7 41% Grade 8 38% Grade 11 51%
10) SBAC Mathematics: % Standard Met or Exceed (CAASPP)	2015-2016 : Grade 7 18% Grade 8 14% Grade 11 17%	Targets 2016-2017 : Grade 7 21% Grade 8 17% Grade 11 20%	Targets 2017-2018: Grade 7 24% Grade 8 23% Grade 11 19%	Targets 2018-2019: Grade 7 27% Grade 8 23% Grade 11 19%
11) A-G Completion % (Dataquest)	2015-2016 - 26.5%	2016-2017 - Target 31.5%	2017-2018 Target - 20.9%	2018-2019 Target - 25.9%

12) District Attendance Rate (Local Data)	2016-2017 - 95.12%	2017-2018 - 95.62%	Target - 98%	Target - 98%
13) District Suspension Rate (DataQuest)	2014-2015 14.5%	2016-2017 Target 11.5%	2017-2018 Target 9.5%	2018-2019 Target 7.5%
14) CTE Enrollment (Local Data)	2016-2017 - 2,501	2017-2018 - Target 2,551	Enrollment Target - 3,800 or greater	Enrollment Target - 3,800 or greater
15) AP Enrollment (Local Data)	2016-2017 - 1,292 students	2017-2018 - Target 1,318	2018-2019 Enrollment Target 1,688	2019-2020 Enrollment Target 1,721
16) AP Exam Pass Rate of 3+ or higher (College Board)	2015-2016 - 24% 3 or Better Exam Score	2016-2017 - Target 26% 3 or Better Exam Score	2017-2018 - Target 17.9% 3 or Better Exam Score	2018-2019 - Target 19.9% 3 or Better Exam Score

17) Early Assessment Program Data (CAASPP)	2015-2016 (CAASPP) ELA Ready 15% ELA Conditionally Ready 30% ELA Not Yet/Not Ready 55% Math Ready 4% Math Conditionally Ready 13% Math Not Yet/Not Ready 84%	2016-2017 Targets ELA Ready 18% ELA Conditionally Ready 33% ELA Not Yet/Not Ready 49% Math Ready 7% Math Conditionally Ready 16% Math Not Yet/Not Ready 78%	2017-2018 Targets ELA Ready 18% ELA Conditionally Ready 34% ELA Not Yet/Not Ready 50% Math Ready 6% Math Conditionally Ready 14% Math Not Yet/Not Ready 82%	Targets ELA Ready 18% ELA Conditionally Ready 34% ELA Not Yet/Not Ready 48% Math Ready 8% Math Conditionally Ready 14% Math Not Yet/Not Ready 80%
18) District High School 9-12 Adjusted Dropout Rate (Dataquest)	2015-2016 - 21.1%	2016-2017 - Target - 19.1%	2017-2018 Target - 4.9%	2018-2019 Target - 4.9%
19) Middle School Dropout Rate (Dataquest)	2015-2016 - 2.0%	2016-2017 Target - 0%	2017-2018 Target - 1.5%	2018-2019 Target - 1%
20) EL Reclassification Data (Local Data)	2016-2017 - 57 Students	2017-2018 - 60 Students	Target TBD upon 2018 ELPAC Score Release	2019-2020 Target 80 Students

21) D & F Grade Data of Total Grades Issued (Local Data)	2016-2017 - 7.2% of total grades issued	2017-2018 Target - 6.2%	2018-2019 Target - 18%	2019-2020 Target - 16%
22) English Language Arts Grade of "D" English Language Arts Grade of "F"	2016-2017 Grade of "D" - 1,041 Grade of "F" - 1,029	2017-2018 Targets Grade of "D" - 1,010 Grade of "F" - 998	2018-2019 Targets Grade of "D" - 1,078 Grade of "F" - 1,139	2019-2020 Targets Grade of "D" - 1,046 Grade of "F" - 1,105
23) College and Career Indicator (California School Dashboard)	2015-2016 Prepared - 19.9% Approaching Prepared - 16.3% Not Yet Prepared - 63.8%	2016-2017 Targets Prepared - 24.9% Approaching Prepared - 16.9% Not Yet Prepared - 58.2%	2017-2018 Targets Prepared - 24.9% Approaching Prepared - 16.9% Not Yet Prepared - 58.2%	2018-2019 Targets Prepared - 50.6% Approaching Prepared - 17% Not Yet Prepared - 33%
24) ELPAC Data (Dataquest)	N/A	TBD based on the Fall 2018 Release of the ELPAC Scores	TBD based on the Fall 2018 Release of the ELPAC Scores	2019-2020 Targets Level 4 - 21% Level 3 - 36% Level 2 - 25% Level 1 - 18%

25) Instructional Materials Data (Local Data)	2016-2017 Williams Report Board Approval January 19, 2017 Instructional Materials – No insufficiencies were observed.	2017-2018 Maintain Instructional Materials Williams Report Status of “no insufficiencies observed.”	2018-2019 Maintain Instructional Materials Williams Report Status of “no insufficiencies observed.”	2019-2020 Maintain Instructional Materials Williams Report Status of “no insufficiencies observed.”

Planned Actions/Services

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	Schoolwide	Specific Schools, AHS, SHS, VVHS, CIMS,

UP, HJH, GHS

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to fund additional counselors through LCFF to reduce student to counselor ratios at the large comprehensive high schools and create equity at schools of choice. Continue to provide 6 dedicated intervention counselors at specific school sites to support PBIS implementation, improve disciplinary behavior and promote social emotional development for at-risk students, Low Income, and Foster Youth in primarily grades 7 and 9 as outlined in the district Strategic Plan.	Continue to fund additional counselors through LCFF to reduce student to counselor ratios. Continue to provide 6 dedicated intervention counselors at specific school sites to support PBIS implementation, improve behavior and promote social emotional development for at-risk students, Low Income, and Foster Youth in primarily grades 7 and 9 as outlined in the district Strategic Plan. Grade 7 and 9 counselors will provide support academically and socio-emotionally in order to increase student performance and reduce number of dropouts. Counselors will meet with all students in grades 7 and 9 to establish goals to plan for college and career. The job description for intervention counselors will be reviewed to ensure they have a reduced	Continue to fund additional counselors through LCFF to reduce student to counselor ratios. Continue to provide 6 dedicated intervention counselors at specific school sites to support PBIS implementation, improve behavior and promote social emotional development for at risk students, Low Income, and Foster Youth in primarily grades 7 and 9 as outlined in the district Strategic Plan. Grade 7 and 9 counselors will provide support academically and socio-emotionally in order to increase student performance and reduce number of dropouts. Counselors will meet with all students in grades 7 and 9 to establish goals to plan for college and career. The job description for intervention counselors will be reviewed to ensure they have a reduced

	caseload for students with whom they will provide academic, socioemotional and behavioral support with increased communication with teachers and family.	caseload for students with whom they will provide academic, socioemotional and behavioral support with increased communication with teachers and family. Action has remained the same, only budget has been modified.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1. $139,736.00 2. $517,180.00 3. $25,797.00	1. $150,798.00 2. $576,998.00 3. $28,908.00	1. $246,481.00 2. $395,697.00
Source	1. LCFF 2. Title I (Site) 3. EIA/LEP	1. LCFF - SCG (Low Income) 2. Title I (Site) 3. LCFF - SCG (English Learner)	1. LCFF SCG (Low Income) 2. Title I (Site)

Budget Reference	1. Resource 0400 Counselor Salary 1210 Benefits 3XXX Mgmt LC01 2. Resource 3010 Counselor Salary 1210 Benefits 3XXX Mgmt LC01 3. Resource 0790 Counselor Salary 1210 Benefits 3XXX Mgmt LC01 Site Funded	1. Resource 0400 Counselor Salary 1210 Benefits 3XXX Mgmt LC01 2. Resource 3010 Counselor Salary 1210 Benefits 3XXX Mgmt LC01 3. Resource 0790 Counselor Salary 1210 Benefits 3XXX Mgmt LC01 Site Funded	1. Resource 0400 Counselor Salary 1210 Benefits 3XXX Mgmt LC01 2. Resource 3010 Counselor Salary 1210 Benefits 3XXX Mgmt LC01 (Site Funded)

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)

Foster Youth, Low Income	Limited to Unduplicated Student Groups	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide foster youth with increased services as they are identified and enrolled in the district. Increase services to positively impact school connectedness though funding for involvement in co-curricular and extra-curricular activities as well as school supplies to ensure they are equipped for success in classroom.	Provide foster youth, low income students and homeless youth with increased services as they are identified and enrolled in the district. Increase services to positively impact school connectedness through funding for involvement in co-curricular as well as school supplies to ensure they are equipped for success in classroom. Ensure all students have materials and supplies to participate in school programs that impact academic achievement and college/career preparation.	Provide foster youth, low income students and homeless youth with increased services as they are identified and enrolled in the district. Increase services to positively impact school connectedness through funding for involvement in co-curricular as well as school supplies to ensure they are equipped for success in classroom. Ensure all students have materials and supplies to participate in school programs that impact academic achievement and college/career preparation.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	1. $13,000.00 2. $14,000.00	$30,000.00	$30,000.00
Source	1. LCFF 2. Title I (District)	Title I (District)	Title I (District)
Budget Reference	1. Resource 0400 Instructional Supplies 4310 Other Services 5886 Mgmt LCLI 2. Resource 3010 Instructional supplies 4310 Mgmt LCFY	Resource 3010 Instructional supplies 4310 Transportation 5806 Mgmt HOME	Resource 3010 Instructional supplies 4310 Transportation 5806 Mgmt HOME

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	**Location(s)**
Specific Student Groups, Foster Youth, Homeless Youth, Low Income Youth, English Learners, Credit Deficient Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to provide increased credit recovery opportunities for at-risk, EL, low income and foster youth students to increase their opportunity to graduate on time. Opportunities may include but not be limited to the use of online credit recovery programs, independent study options, and dual or concurrent enrollment with the local community colleges.	Continue to provide increased credit recovery opportunities for at-risk, EL, low income, homeless youth, and foster youth students to increase their opportunity to graduate on time. Opportunities may include but not be limited to the use of online credit recovery programs, independent study options, after school tutoring and dual or concurrent enrollment with the local community colleges.	Continue to provide increased credit recovery opportunities for at-risk, EL, low income, homeless youth, and foster youth students to increase their opportunities to graduate on time. Opportunities may include but not be limited to the use of online credit recovery programs, independent study options, after school tutoring and dual or concurrent enrollment with the local community colleges. Action has remained the same, only budget has been modified.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$102,401.00	$203,328.00	$179,098.00
Source	Title I (Site)	Title I (Site)	Title I (Site)
Budget Reference	Resource 3010 Other Services 5840 Mgmt LC01 Site Funds	Resource 3010 Other Services 5840 Mgmt LC01	Resource 3010 Other Services 5840 Mgmt LC01

Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	New	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
(2017-18 Action/Service has been moved to Goal 5 Action/Srvice 5) Ensure Foster Youth district liaison has adequate training, knowledge, and resources to carry out responsibilities (Ed. Code 48853.5) to reduce the effects of mobility for our foster youth. The district liaison will continue with professional development on homeless and foster youth as well as support/organize professional development for all district staff. The district liaison will maintain a database for foster youth and homeless youth contact information and coordinate with school site homeless liaisons.	School site administration will engage school site teachers in the master scheduling process to ensure their master schedule meets the specific needs of their students and identify target programs such as AVID, Spanish for Spanish Speaker, CTE, etc.	School site administration will engage school site teachers in the master scheduling process to ensure their master schedule meets the specific needs of their students and identify target programs such as AVID, Spanish for Spanish Speaker, CTE, etc.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	1. $10,000.00 2. $30,000.00	$0	$0
Source	1. Title I (District) 2. Title II (District)	N/A	N/A
Budget Reference	1. Resource 3010 Object 4350 Mgmt LCFY 2. Resource 4035 Object 5220 Mgmt LCFY	N/A	N/A

Action #5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	**Location(s)**
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	**Scope of Services:**	**Location(s)**

English Learners	Limited to Unduplicated Student Groups	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Employ a Coordinator of English Learner Programs and Interventions. The coordinator will monitor EL student and RFEP student progress through a district –wide system and use the data to implement program and curricular changes to increase their achievement.	Employ a Coordinator of English Learner Programs and Interventions. The coordinator will monitor EL student and RFEP student progress through a district–wide system and use the data to implement program and curricular changes to increase their achievement. The coordinator will set goals with school sites to increase the number of students earning the State Seal of Biliteracy	Continue to employ a Coordinator of English Learner Programs and Interventions. The coordinator will monitor EL student and RFEP student progress through a district–wide system and use the data to implement program and curricular changes to increase their achievement. The coordinator will set goals with school sites to increase the number of students earning the State Seal of Biliteracy. Action has remained the same, only budget has been modified.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	1. $65,422.00 2. $65,425.00 3. $32,711.00	1. $74,061.00 2. $74,061.00 3. $37,030.00	1. $74,061.00 2. $74,061.00 3. $35,508.00
Source	1. Title I (District) 2. Title III (District) 3. EIA/LEP	1. Title I (District) 2. Title III (District) 3. LCFF - SCG (English Learners)	1. Title I (District) 2. Title III (District) 3. LCFF SCG (English Learners)
Budget Reference	1. Resource 3010 Cert. Supervisor Contract 1316 Benefits 3XXX Mgmt LCEL 2. Resource 4203 Cert. Supervisor Contract 1316 Benefits 3XXX Mgmt LCEL 3. Resource 0790 Cert. Supervisor Contract 1316 Benefits 3XXX Mgmt LCEL	1. Resource 3010 Cert. Supervisor Contract 1316 Benefits 3XXX Mgmt LCEL 2. Resource 4203 Cert. Supervisor Contract 1316 Benefits 3XXX Mgmt LCEL 3. Resource 0790 Cert. Supervisor Contract 1316 Benefits 3XXX Mgmt LCEL	1. Resource 3010 Cert. Supervisor Contract 1316 Benefits 3XXX Mgmt LCEL 2. Resource 4203 Cert. Supervisor Contract 1316 Benefits 3XXX Mgmt LCEL 3. Resource 0790 Cert. Supervisor Contract 1316 Benefits 3XXX Mgmt LCEL

Action #6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
English Learners	Limited to Unduplicated Student Groups	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Increase the number of English Learner students achieving proficiency and reclassification though the use of intervention/support classes, supplementary instructional materials, afterschool tutoring and student progress monitoring by site EL Coordinator and teachers.	Increase the number of English Learner students achieving proficiency and reclassification through the use of intervention/support classes, supplementary instructional materials, after-school tutoring and student progress monitoring by site EL Coordinator, ELD designated teachers and site administration.	Increase the number of English Learner students achieving proficiency and reclassification through the use of intervention/support classes, supplementary instructional materials, afterschool tutoring and student progress monitoring by site EL Coordinator, ELD designated teachers and site administration. Action has remained the same, only budget has been modified.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1. $8,000.00 2. $7,218.00 3. $12,894.00	1. $11,665.00 2. $25,520.00 3. $12,894.00	1. $11,567.00 2. $26,250.00 3. $12,321.00
Source	1. LCFF 2. Title III (District) 3. EIA/LEP	1. LCFF - SCG (Low Incomce) 2. Title III (District) 3. LCFF - SCG (English Learner)	1. LCFF SCG (Low Income) 2. Title III (District) 3. LCFF SCG (English Learner)
Budget Reference	1. Resource 0400 Instructional Supplies 4310 Mgmt LCEL 2. Resource 4203 Instructional Supplies 4310 Refreshment 4331 Other Services 5886 Mgmt LCEL 3. Resource 0790 Certificated Stipend 1950 Benefits 3XXX Mgmt LC01	1. Resource 0400 Instructional Supplies 4310 Mgmt LCEL 2. Resource 4203 Instructional Supplies 4310 Refreshment 4331 Other Services 5886 Mgmt LCEL 3. Resource 0790 Certificated Stipend 1950 Benefits 3XXX Mgmt LC01	1. Resource 0400 Instructional Supplies 4310 Mgmt LCEL 2. Resource 4203 Instructional Supplies 4310 Refreshment 4331Other Services 5886 Mgmt LCEL 3. Resource 0790 Certificated Stipend 1950 Benefits 3XXX Mgmt LC01

Action #7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide release time or extra duty for teachers to refine and improve district pacing guides and revise and align course offerings in all subject areas to meet state framework requirements, common core instructional shifts, and A-G requirements. Extra duty compensation will also be provided for	Provide release time or extra duty for teachers to refine and improve district pacing guides (Rigorous Curriculum Design) as well as revise and align course offerings (new course adoptions) in all subject areas to meet state framework requirements, common core instructional shifts,	Provide release time or extra duty for teachers to refine and improve district pacing guides (Rigorous Curriculum Design) as well as revise and align course offerings (new course adoptions) in all subject areas to meet state framework requirements, common core instructional shifts,

teachers to serve on district Curriculum Advisory Boards in all subject areas to support curricular decision making.	differentiation for at-risk students and A-G requirements. Extra duty compensation will also be provided for teachers to serve on district Curriculum Advisory Boards in all subject areas to support curricular decision making.	differentiation for at-risk students and A-G requirements. Curriculum Coordinators will expand Curriculum Advisory Boards for all curricular areas. Department chair representatives and volunteer teacher will serve on district Curriculum Advisory Boards in all curricular areas to support curricular decision making. Teachers will be compensated extra duty if not receiving a stipend.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1. $49,050.00 2. $17,946.00	$79,807.00	$79,139.00
Source	1. Title I (District) 2. Title II (District)	LCFF-SCG	LCFFSCG

Budget Reference	1. Resource 3010 Extra Duty Certificated 1130 Benefits 3XXX Mgmt LC01 2. Resource 4035 Certificated Subs 1140 Benefits 3XXX Mgmt LC01	Resource 0400 Extra Duty Certificated 1130 Certificated Subs 1140 Benefits 3XXX Mgmt LC01	Resource 0400 Extra Duty Certificated 1130 Certificated Subs 1140 Benefits 3XXX Mgmt LC01

Action #8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	Schoolwide	Specific Schools, Adelanto HS, Silverado HS, Victor Valley HS, Hook JH, Lakeview LA

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Support students meeting the state college and career indicator in the area of career pathways by continuing to fully fund and expand the Career Technical Education Program, CTE courses, dual enrollment courses and other courses that qualify for career readiness. Provide for the necessary personnel as well as instructional materials, equipment, stakeholder awareness, and career exploration not provided through other budget resources such as Perkins, etc. Provide funding to support Career Technical Student Organizations to increase student involvement in career education.	Support students meeting the state college and career indicator in the area of career pathways by continuing to fully fund and expand the Career Technical Education Program, CTE courses, dual enrollment courses and other courses that qualify for career readiness. Provide for the necessary personnel as well as instructional materials, equipment, stakeholder awareness, and career exploration not provided through other budget resources such as Perkins, etc. Provide funding to support Career Technical Student Organizations to increase student involvement in career education. Increase student participation in career pathways to reach completer status, especially for students who may not be immediately college bound.	Support students meeting the state college and career indicator in the area of career pathways by continuing to fully fund and expand the Career Technical Education Program, CTE courses, dual enrollment courses and other courses that qualify for career readiness. Provide for the necessary personnel as well as instructional materials, equipment, stakeholder awareness, and career exploration not provided through other budget resources such as Perkins, etc. Provide funding to support Career Technical Student Organizations to increase student involvement in career education. Increase student participation in career pathways to reach completer status, especially for students who may not be immediately college bound. Action has remained the same, only budget has been modified.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$395,867.00	$815,668.00	$815,668.00
Source	LCFF	1. LCFF - SCG (CTE Programs)	LCFFSCG (CTE Programs)
Budget Reference	Resource 0965 Instructional Supplies 4310 Equipment 4410 Dues/Memberships 5300 Rentals 5613 Maintenance Agreements 5640 Other Services 5886 Mgmt LCOP	Resource 0965 Teacher salaries 1XXX Benefits 3XXX Other Book 42XX Instructional Supplies 43XX Equipment 44XX TRravel & Conferences 52XX Dues/Memberships 53XX Transportation 57XX Contracted Services 58XX Inter-Governmental Fees 59XX Mgmt LCOP	Resource 0965 Teacher salaries 1XXX, Benefits 3XXX, Other Book 42XX, Instructional Supplies, 43XX Equipment, 44XX, Travel & Conferences 52XX, Dues/Memberships 53XX, Transportation 57XX, Contracted Services 58XX, Inter-Governmental Fees 59XX, Mgmt LCOP

Action #9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide instructional materials and resources to support/increase the implementation of standards-aligned curriculum that reinforces the instructional shifts of common core. Include electronic databases and online subscriptions to provide teachers and students increased access to expository texts and literary materials that support common core. Support textbook adoptions to meet the changes of the California State Standard, the History Social Science Framework and the Next Generation Science Standards.	Provide instructional materials and resources to support/increase the implementation of standards-aligned curriculum that reinforces the instructional shifts of common core. Include electronic databases and online subscriptions to provide teachers and students increased access to expository texts and literary materials that support common core. Support textbook adoptions to meet the changes of the California State Standard, the History Social Science Framework and the Next Generation Science Standards. The	Provide instructional materials and resources to support/increase the implementation of standards-aligned curriculum that reinforces the instructional shifts of common core. Include electronic databases and online subscriptions to provide teachers and students increased access to expository texts and literary materials that support common core. Support textbook adoptions to meet the changes of the California State Standards, the History Social Science Framework and the Next Generation Science Standards. The

	Director of Common Core/LCAP will support curriculum and instruction needs across all student groups and all school sites including professional development and stakeholder engagement activities. New materials will specifically align with the needs of at-risk learners as well as English Learners to ensure universal access to the core curriculum with support materials as needed.	Director of Common Core will support curriculum and instruction needs across all student groups and all school sites including professional development and stakeholder engagement activities. New materials will specifically align with the needs of at-risk Learners, as well as English Learners, to ensure universal access to the core curriculum with support materials as needed. In addition, in order to increase diverse and inclusive use of the district libraries, VVUHSD is planning a Genrefication organization and additions of flexible seating and maker-spaces. Overall, the Genrefication organization (organizing by subject instead of just the Dewey decimal system) increases comfort and use of the library, especially in students not accustomed to using the library. Flexible seating and maker-spaces increase comfort thereby decreasing stress and providing students the ability to engage their minds in a more productive manner.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	$2,610,036.00	1. $2,635,036.00 2.$47,790.00 3.$47,790.00	1. $2,758,319.00 2. $89,343.00 3. $49,279.00 4. $458,681.00
Source	LCFF	LCFF - SCG (At-Risk) Title 1 Title II	1. LCFFSCG 2. Title I (District) 3. Title II (District) 4. Lottery
Budget Reference	Resource 0000 Textbooks 4110 Other Services 5840 Mgmt LC01	Resource 0000 Textbooks 4110 Other Services 5840 Mgmt LC01 Resource 3010 Certificated Salary 1316 Benefits 3XXX Mgmt LC01 Resource 4035 Certificated Salary 1316 Benefits 3XXX Mgmt LC01	Resource 0400 Other Services 5840, Mgmt LC01 Resource 3010 Certificated Salary 1316, Benefits 3XXX Mgmt LC01 Resource 4035 Certificated Salary 1316 Benefits 3XXX Mgmt LC01 Resource 6300 4110 Textbooks Mgmt LC01

Action #10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide every school site with the necessary resources to build a college going environment with a focus on student target groups. Include increased access to college visits, college and career fairs, and community events for future college and career planning. The district will employ the	Increased access to college visits, college and career fairs, and community events for future college and career planning through study trips and bringing in contracted events for students. Various college events will target foster youth, homeless youth and English Learners as well as other at-risk	Increased access to college visits, college and career fairs, and community events for future college and career planning through study trips and bringing in contracted events for students. Various college events will target foster youth, homeless youth and English Learners as well as other at-risk

use of the National Student Clearinghouse to track district student enrollment in colleges and universities across the nation.	students. The district will employ the use of the National Student Clearinghouse to track district student enrollment in colleges and universities across the nation.	students. The district will employ the use of the National Student Clearinghouse to track district student enrollment in colleges and universities across the nation.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1. $32,000.00 2. $1,700.00	1. $48,000.00 2. $1,700.00	1. $48,000.00 2. $1,700.00
Source	1. Title I (District) 2. LCFF (Ed Services)	1. Title I (District) 2. LCFF- SCG (At-Risk)	1. Title I (District) 2. LCFF- SCG (At-Risk)
Budget Reference	1. Resource 3010 Instructional Materials 4310 Comp/ Software & Related Expenses 4340 Other Services 5886 Mgmt LC01 2. Resource 0400 Other Services 5840 Mgmt LC01	1. Resource 3010 Transportation 5806 Contracts 5808 Site Licences 5840 Entry Fees/Admission 5886 Mgmt LC01 2. Resource 0400 Other Services 5840 Mgmt LC01	1. Resource 3010 Transportation 5806 Contracts 5808 Site Licences 5840 Entry Fees/Admission 5886 Mgmt LC01 2. Resource 0400 Other Services 5840 Mgmt LC01

Action #11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide for necessary changes to infrastructure technology and replacement of aging equipment such as chrome book carts etc. at school sites to stay current and meet the needs of students for college readiness and 21st century skills.	The TechEd division will continue implement the district technology plan. Through the use of LCFF-SCG funds and E-Rate, the district will continue to improve technology infrastructure and replacement of aging equipment such as desktop computers, wifi equipment, etc. at school sites to stay	The TechEd division will continue implementation of the district technology plan. Through the use of LCFFSCG funds and ERate, the district will continue to improve technology infrastructure and replacement of aging equipment such as desktop computers, wifi equipment, etc. at

	current and meet the needs of staff and students for college readiness and 21st century skills. Increase access to technology and district programs for targeted students to provide them with dedicated equipment in intervention classrooms and English learner support classrooms.	school sites to stay current and meet the needs of staff and students for college readiness and 21st century skills. Increase access to technology and district programs for targeted students to provide them with dedicated equipment in intervention classrooms and English learner support classrooms. Action has remained the same, only budget has been modified.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1. $200,000.00 2. $50,000.00	1. $100,000.00 2. $100,000.00	$200,000.00
Source	1. LCFF 2. Title I (District)	1. LCFF - SCG (At-Risk) 2. LCFF - SCG	LCFFSCG (AtRisk)

Budget Reference	1. Resource 0400 Computer/Tech \Related Services 5840 Technology Improvements 6140 Computers & Other Hardware 4440 Mgmt LC01 2. Resource 3010 Comp Related Expenses 4340 Computers & Other Hardware 4440 Mgmt LC01	1. Resource 0400 Computers & Other Hardware 4440 Computer/Tech \Related Services 5840 Mgmt LC01 2. Resource 0000 Computers & Other Hardware 4440 Mgmt REFR	Resource 0400 Computers & Other Hardware, 4440 Computer/Tech \Related Services 5840 Mgmt LC01

Action #12

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Purchase devices for student use in the classroom for instruction and assessment reducing the device to student ratio to 1 to 1 (1:1).	Working with the TechEd division, school sites will adjust their site plans to focus on the use of categorical funds to purchase devices for student use in the classroom for instruction and assessment reducing the device to student ratio to 1 to 1 (1:1). These devices will support the large number of at-risk students by providing them increased access to technology, they may not otherwise be able to use, on a daily basis. The Director of TechEd will support all school sites with technology implementation, data dis-aggregation and professional learning opportunities with a focus on target student groups to increase academic achievement.	Working with the TechEd division, school sites will adjust their site plans to focus on the use of categorical funds to purchase devices for student use in the classroom for instruction and assessment reducing the device to student ratio to 1 to 1 (1:1). These devices will support the large number of at-risk students by providing them increased access to technology, they may not otherwise be able to use, on a daily basis. The Director of TechEd will support all school sites with technology implementation, data disaggregation and professional learning opportunities with a focus on target student groups to increase academic achievement. Action has remained the same, only budget has been modified.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	$100,000.00	1. $431,674.00 2. $37,211	1. $181,909.00 2. $39,213.00
Source	LCFF	Title I (Site) Title I (District)	1. Title I (Site) 2. Title I (District)
Budget Reference	Resource 0400 Comp Related Expenses 4340 Computers & Other Hardware 4440 Mgmt LC01	Resource 3010 Comp Related Expenses 4340 Computers & Other Hardware 4440 Mgmt LC01 Resource 3010 Certificated Salary 1316 Benefits 3XXX Mgmt LC01	Resource 3010 Comp Related Expenses 4340, Computers & Other Hardware 4440 Mgmt LC01 Resource 3010 Certificated Salary 1316, Benefits 3XXX Mgmt LC01

Action #13

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	**Location(s)**
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
(Moved to 2018-19 Goal 5 Action/Service 6) Employ five intervention teachers to target student social-emotional well-being and reduce behavior incidents on campus. The Intervention teacher will also support PBIS by implementing strategies during small group support and school-wide initiatives.	(Moved from 2017-18 Goal 1 Action/Service 1.15) Purchase additional instructional materials to assist moderate to severely disabled students access to the CSS.	Purchase additional instructional materials to assist moderate to severely disabled students access to the CSS. Action has remained the same, only budget has been modified.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	1. $523,886.00 2. $25,850.00	$5,000.00	1. 44,806.00
Source	1. Title I (Site) 2. EIA/LEP	LCFF-SCG (At-Risk)	LCFFSCG
Budget Reference	1. Resource 3010 Teacher Salaries 1110 Benefits 3XXX Mgmt LC01 2. Resource 0790 Teacher Salaries 1110 Benefits 3XXX Mgmt LC01 Site Funds	Resource 0400 Instructional Materials 4310 Mgmt LC01	Resource 0400 Instructional Materials 4310 Mgmt LC01

Action #14

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	**Location(s)**
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
(Moved to 2018-19 Goal 3 Action/Service 5) Provide professional development for counselors and career center technicians in college entrance requirements, A-G, financial aid options for low income students, the Dream Act and other information to increase equitable access to UC/CSU/CC for targeted student groups.	(Moved from 2017-18 Goal 1 Action/Service 1.16) TechEd will continue to employ two additional staff to provide support for teachers and administration to collaborate on data compilation, disaggregation of data, and data uploading to various online sources such as CalGrant, etc. Additional staff has been required to the increase in the enrollment of At-Risk students which has resulted din more technology dedicated to sites to increase academic achievement of of targeted student groups. Additional professional development will be provided to all staff in regards to Aeries, CalPads,	TechEd will continue to employ two additional staff to regularly provide support for teachers and administration to collaborate on data compilation, disaggregation of data, and data uploading to various online sources such as Cal Grant, etc. Additional staff has been required to the increase in the enrollment of at-risk students which has resulted in more technology dedicated to sites to increase academic achievement of of targeted student groups. Additional professional development will be provided to all staff in regards to Aeries, CalPads, understanding data requirements, timelines, and skills to navigate data manipulation requirements in

	understanding data requirements, timelines, and skills to navigate data manipulation requirements in order to best support the academic needs of students most at-risk of not graduating.	order to best support the academic needs of students most at-risk of not graduating. Action has remained the same, only budget has been modified.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$52,712.00	$250,881.00	$269,505.00
Source	Title II (District)	LCFF-SCG (At-Risk)	LCFFSCG (AtRisk)
Budget Reference	Resource 4035 Counselor Extra Assignment 1230 Benefits 3XXX Mgmt LCPR Resource 4035 Travel & Conf 5220 Mgmt LC01	Resource 0400 Classified Salary 2213 Benefits 3XXX Mgmt LC01	Resource 0400 Classified Salary 2213, Benefits 3XXX Mgmt LC01

Action #15

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)

All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
(Moved to 2018-19 Goal 1 Action/Service 13) Purchase additional instructional materials to assist moderate to severely disabled students access to the CSS.	(Moved from 2017-8 Goal 3, Action/Service 3.1) Continue to support the Bridge Program aligned with Victor Valley College by identifying a counselor at each campus who will help identify and recruit students. Students will earn priority enrollment and the bridge counselor will support them with the process. Bridge counselor will be provided extra duty pay for activities and job duties related to the Bridge Program that extend	Continue to support the Bridge Program aligned with Victor Valley College by identifying a counselor at each campus who will help identify and recruit students. Students will earn priority enrollment and the bridge counselor will support them with the process. Bridge counselor will be provided extra duty pay for activities and job duties related to the Bridge Program that extend beyond the contractual day. Action has remained the same, only budget has been

	beyond the contractual day.	modified.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$20,000.00	$5,525.00	$5,479.00
Source	LCFF	Title I (District)	Title I (District)
Budget Reference	Resource 0400 Instructional Materials 4310 Mgmt LC01	Resource 3010 Certificated Extra Duty 1230 Benefits 3XXX Mgmt LC01	Resource 3010 Certificated Extra Duty 1230, Benefits 3XXX Mgmt LC01

Action #16

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)

N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
(Moved to 2018-19 Goal 1 Action/Service 14) TechEd will continue to employ additional staff to provide support for teachers and administration to collaborate on data compilation, disaggregation of data, and data uploading to various online sources such as CalGrant, etc. Additional professional development will be provided to all staff in regards to Aeries, CalPads, understanding data requirements, timelines, and skills to navigate data manipulation requirements.	(Moved from 2017-18 Goal 3, Action/Service 3.2) Through increased college and career counseling, District and site administration, with the support of counselors and career center technicians, will work with local community colleges (specifically Victor Valley College) to establish/ maintain a concurrent enrollment and continue to increase the dual enrollment program. Students will have the opportunity to earn an AA or AS degree upon completion from high school.	Through increased college and career counseling, District and site administration, with the support of counselors and career center technicians, will work with local community colleges (specifically Victor Valley College) to establish/ maintain a concurrent enrollment and continue to increase the dual enrollment program. Students will have the opportunity to earn an AA or AS degree upon completion from high school. Action has remained the same, only budget has been modified.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	$226,293.00	$0 - Amount to be determined based on 2018-19 carry over funding	$115,000.00
Source	LCFF	College Readiness Block Grant	College Readiness Block Grant (Carryover)
Budget Reference	Resource 0400 Classified Salary 2213 Benefits 3XXX Mgmt LC01	Resource 7338 Textbooks 4110 Mgmt LC01	Resource 7338 Textbooks 4110 Mgmt LC01

Action #17

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
All Students, Foster Youth, Homeless Youth, Low Income Youth, English Learners, At-Risk Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)

N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Action/Service 1.17 was not included in the 2017-18 LCAP.	(Moved from 2017-18 Goal 3, Action/Service 3.3) School sites may designate funding for student study trips that align with academic standards and college exploration to promote student achievement. Support transportation, admission fees, and chaperone funding necessary to increase the number of targeted students groups engaging in beyond the classroom learning experiences.	School sites may designate funding for student study trips that align with academic standards and college exploration to promote student achievement. Support transportation, admission fees, and chaperone funding necessary to increase the number of targeted students groups engaging in beyond the classroom learning experiences. Action has remained the same, only budget has been modified.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$209,000.00	$103,000.00

Source	N/A	Title I	Title I (Site & District)
Budget Reference	N/A	Resource 3010 Student Transportation 5720 Outside Transportation 5806 Admission Fees 5886 Mgmt LC01	Resource 3010 Student Transportation 5720 Outside Transportation 5806 Admission Fees 5886 Mgmt LC01

Action #18

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Action/Service 1.18 was not included in the 2017-18 LCAP	(Moved from 2017-18 Goal 3, Action/Service 3.4) The Coordinator of CTE will support counseling staff with the promotion of all available career pathways throughout the district to increase student awareness and choices available regarding college and career focus. The coordinator will also support the expansion of career opportunities through CTE by exploring greater opportunities for the district and school sites to strengthen ties with the business community, involving the counseling staff whenever possible. The coordinator will work with the middle school programs to align current vocational courses to the career pathways at the high schools. This will also include increased services for special education students through support of a work-ability liaison.	The Coordinator of CTE will support counseling staff with the promotion of all available career pathways throughout the district to increase student awareness and choices available regarding college and career focus. The coordinator will also support the expansion of career opportunities through CTE by exploring greater opportunities for the district and school sites to strengthen ties with the business community, involving the counseling staff whenever possible. The coordinator will work with the middle school programs to align current vocational courses to the career pathways at the high schools. This will also include increased services for special education students through support of a workability liaison. Action has remained the same, only budget has been modified.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$77,754.00	$77,867.00
Source	N/A	LCFF - SCG contribution to Special Education	LCFF SCG (Supplement Special Education)
Budget Reference	N/A	Resource 6520 Clerical Salary 2410 Benefits 3XXX Mgmt LC03	Resource 6520 Clerical Salary 2410, Benefits 3XXX Mgmt LC03

Action #19

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Action/Service 1.19 was not included in the 2017-18 LCAP	(Moved from 2017-18 Goal 4, Action/Service 4.1) Continue to employ a TOA Middle School Math coach and a TOA High School Math Coach in order to increase teacher support with content and instructional strategies to support the instructional shifts of concepts and the eight mathematical practices.	Continue to employ a TOA Middle School Math coach and a TOA High School Math Coach in order to increase teacher support with content and instructional strategies to support the instructional shifts of concepts and the eight mathematical practices. Action has remained the same, only budget has been modified.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$282,906.00	$297,466.00
Source	N/A	Title I (District)	Title I (District)

Budget Reference	N/A	Resource 3010 Certificated Salary 1110 Benefits 3XXX Mgmt LC04	Resource 3010 Certificated Salary 1110, Benefits 3XXX Mgmt LC04

Action #20

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	**Location(s)**
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	**Scope of Services:**	**Location(s)**
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	**Select from New, Modified, or Unchanged for 2018-19**	**Select from New, Modified, or Unchanged for 2019-20**
Unchanged	Modified	New

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Action/Service 1.20 was not included in the 2017-18 LCAP.	(Moved from 2017-18 Goal 4, Action/Service 4.4) Continue to expand CTE Perkins funded programs at all high school sites through alignment of the program to meet the current labor market need, and collaboration and partnerships between post-secondary institutions beginning in grade 8. Partner with trade or vocational schools, the City of Victorville and Adelanto to train students with essential skills or provide for volunteer hours, internships, apprenticeships, or capstone course opportunities.	VVUHSD will increase instructional time by 5 minutes daily to provide additional support for our growing population of at-risk learner and improve student academic outcomes. In addition to increased instructional time, 9 general education teachers will be employed to reduce classes and accommodate increased enrollment.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$0	$885,429.00
Source	N/A	N/A	LCFFSCG
Budget Reference	N/A	N/A	Resource 0400 Salary 1110 Benefits 3XXX Mgmt LC01

Action #21

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Action/Service 1.21 was not included in the 2017-18 LCAP	(Moved from 2017-2018 Goal 4, action/service 4.5) Increase the number of students applying to and being accepted to a college or university by increasing the following services:	Increase the number of students applying to and being accepted to a college or university by increasing the following services: • Embed post high school test preparation by providing college entrance test during the

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$0 - Amount TBD based upon carry over funding.	$233,402.00
Source	N/A	College Readiness Block Grant	LCFFSCG
Budget Reference	N/A	Resource 7338 Testing 4353 Mgmt LC01	Resource 0400 Testing 4354 Mgmt LC01

Action #22

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Action/Service 1.22 was not included in the 2017-18 LCAP.	(Moved from 2017-18 Goal 4, Action/Service 4.6) Continue to provide academic interventions to support targeted student groups to increase academic achievement and reduce	Continue to provide academic interventions to support targeted student groups to increase academic achievement and reduce credit deficiency towards graduation through the following services:

credit deficiency towards graduation through the following services:
• Provide RTI support before and after school through a dedicated tutoring programs and APEX or GradPoint online courses at all school sites.
• Targeted short-term independent study for minor credit deficient students.
• Explore through the Math CAB/RCD the possibility of creating math courses that are modified and lengthened by using semester curriculum in a yearlong format to provide for more RTI during the school day.
• Provide 0 and/or 7th period credit recovery at the comprehensive high schools.1.25
• Offer students the opportunity to take independent study with a certificated teacher to remediate the chapters or units of study needed to complete course without having to repeat and entire course.
• Provide transportation for students to attend 0/7th period course and afterschool RTI.

• Provide RTI support before and after school through a dedicated tutoring programs and APEX or GradPoint online courses at all school sites.
• Targeted short term independent study for minor credit deficient students.
• Provide 0 and/or 7th period credit recovery at the comprehensive high schools.1.25
• Offer students the opportunity to take independent study with a certificated teacher to remediate the chapters or units of study needed to complete course without having to repeat and entire course.
• Provide transportation for students to attend 0/7th period course and afterschool RTI.
Through community collaboration and the ASES program, Victor Valley Union High School District will provide after school learning experiences that develop students' academic, social, emotional, and physical needs and interests of students; through hands-on, engaging, student-centered, results-driven, learning activities that complement learning activities in the regular school day.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$780,378.00	$550,763.00
Source	N/A	Title I (Site)	Title I (Site)
Budget Reference	N/A	Resource 3010 Certificated Extra Assign. 1130 Instructional Supplies 4310 Audio/Visual 4311 Other Books 4210 Other Classified Pay 2950 Benefits 3XXX Other 4390 Computer Tech Equip 4440 District Transportation 5720 Technology Support 5840 Mgmt SESV	Resource 3010 Certificated Extra Assign. 1130, Instructional Supplies 4310, Audio/Visual 4311, Other Books 4210, Other Classified Pay 2950, Benefits 3XXX, Comp/Tech 4XXX. District Transportation 5720, Technology Support 5840 Mgmt SESV

Action #23

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Action/Service 1.23 was not included in the 2017-18 LCAP.	(Moved from 2017-18 Goal 4, Action/Service 4.7) Implement a chronic absentee intervention program district-wide called Attention 2 Attendance by School Innovations & Achievement in order to reduce chronic absenteeism and target most at-risk groups such a low income, Foster Youth and Homeless Youth which data demonstrates have high rates of absenteeism. Continue and expand incentive programs to encourage and reward positive attendance. Use information during parent meetings and	Implement a chronic absentee intervention program district-wide called Attention 2 Attendance by School Innovations & Achievement in order to reduce chronic absenteeism and target most at-risk groups such a low income, Foster Youth and Homeless Youth which data demonstrates have high rates of absenteeism. Continue and expand incentive programs to encourage and reward positive attendance. Use information during parent meetings and staff meetings to focus on chronic absenteeism and increase use of SARB

	staff meetings to focus on chronic absenteeism and increase use of SARB process.	process.12 responses. Action has remained the same, only budget has been modified.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	1. $8,000.00 2. $57,000.00	1. $9,046.00 2. $59,000.00
Source	N/A	Title I LCFF-SCG (At-Risk)	Title I LCFFSCG (AtRisk)
Budget Reference	N/A	Resource 3010 Instructional Materials 4310 Mgmt LC01 Resource 0400 Contract Services 5808 Mgmt LC01	Resource 3010 Instructional Materials 4310 Mgmt LC01 Resource 0400 Contract Services 5808 Mgmt LC01

Action #24

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Action/Service 1.24 was not included in the 2017-18 LCAP.	(Moved from 2017-18 Goal 4, Action/Service 4.8.) Expand the offerings of adult education, the enrollment of potential Non-Grads and increase student support with the transition to the adult education program. Provide instructional materials and supplies to support CSS in Adult Ed.Counselors will identify students who are approaching age 18 and are candidates for adult education due to their credit status and intervene early in order to help them transition to adult	Continue to fully fund adult education and begin the accreditation process to earn WASC accreditation for the adult education diploma. Increase student support with the transition to the adult education program. Counselors will identify students who are approaching age 18 and are candidates for adult education due to their credit status and intervene early in order to help them transition to adult education to earn a diploma.

education to earn a diploma and reduce the number of dropouts. Explore employing such programs as Youth Build and AmeriCorps initiatives within our district to invest in career/job skills focused students. Develop a General Education Diploma (GED) program.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$420,555.00	$508,083.00
Source	N/A	Adult Education	Adult Education
Budget Reference	N/A	Resource 6391 Certificated Salary 1XXX Classified Salary 2XXXX Benefits 3XXX Instructional Supplies 4XXX Other Services 5XXX Mgmt LC01	Resource 6391 : Certificated Salary 1XXX, Classified Salary 2XXX, Benefits 3XXX, Instructional Supplies 4XXX, Other Services 5XXX : Mgmt LC01

Action #25

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	Schoolwide	Specific Schools, Adelanto HS, Silverado HS, Victor Valley HS, Hook JH, Lakeview LA

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Action/Service 1.25 was not included in the 2017-18 LCAP.	(Moved from 2017-18 Goal 4, Action/Service 4.9) Provide a transition programs/events for incoming students along with providing close articulation and collaboration between middle school and high schools (HS Academic Connections from 8th to 9th, Grade 7 Boot Camps, etc. for at-risk students in particular)	Provide a transition programs/events for incoming students along with providing close articulation and collaboration between middle school and high schools (HS Academic Connections from 8th to 9th, Grade 7 Boot Camps, etc. for at-risk students in particular) to ensure proper placement and establish a five year plan for each incoming freshman.

	to ensure proper placement and establish a five year plan for each incoming freshman. The intervention counselors will focus primarily on English learners, at-risk, foster youth and homeless youth to ensure they have an educational plan in place.	The intervention counselors will focus primarily on English learners, at-risk, foster youth and homeless youth to ensure they have an educational plan in place. Action has remained the same, only budget has been modified.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$9,0000.00	$61,041.00
Source	N/A	LCFF-SCG (At-Risk)	LCFFSCG (AtRisk)
Budget Reference	N/A	Resource 0400 Refreshments 4331 Instructional Materials 4310 Outside Transportation 5806 Other Services 5886 Mgmt LC01	Resource 0400 : Refreshments 4331, Instructional Materials 4310, Outside Transportation 5806, Other Services 5886 : Mgmt LC01

Action #26

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)

N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	LEA-Wide	Specific Schools, Adelanto HS, Hook Junior High, Lakeview leadership Academy, ySilverado HS, Victor Valley HS

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	New

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Action/Service 1.26 was not included in the 2017-18 LCAP.	(Moved from 2017-18 Goal 4, Action/Service 4.10) Counselors and teachers will increase communication with students to support /encourage students to exceed the minimum A-G requirements and take additional years of core classes to student opportunities for acceptance to colleges and universities of their choice.	The District will provide transportation to all students who live within the district boundaries, but outside the district walking limitation, for McKinneyVento students, homeless students, and foster youth or other low income students who are unable to secure transportation to school. The district school bussing services, as well and public transportation, are funded by the district

LCFFSCG. The amount the district supplements the transportation program is approximately $3,842,021.00 or 21% of the SCG. This service is extremely important to decrease chronic absenteeism and increase the attendance of homeless youth, foster youth and low income students, therefore increasing their academic achievement, by attending consistently and increasing their opportunity to graduate.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$0	$3,842,021.00
Source	N/A	N/A	LCFFSCG
Budget Reference	N/A	N/A	Resource 0000 : Classified Salary 2XXX, Benefits 3XXX : Mgmt 0000

Action #27

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)

N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
English Learners	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Action/Service 1.27 was not included in the 2017-18 LCAP.	(Moved from 2017-18 Goal 4, Action/Service 4.11) Establish ongoing EL parent/family meetings, with language translation, with counselors for the purpose of explaining college and career paths and interventions and supports available.	(Moved from 2017-18 Goal 4, Action/Service 4.11) Establish ongoing EL parent/family meetings, with language translation, with counselors for the purpose of explaining college and career paths and interventions and supports available.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$0	$0
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

Action #28

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
Students with Disabilities	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20

Unchanged	New	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Action/Service 1.28 was not included in the 2017-18 LCAP.	District will explore reducing the teacher to student ratio for special education student classrooms.	District will reduce the teacher to student ratio for select special education services using SCG funds to increase services to our students with disabilities through the hiring of additional severely handicapped teachers.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$0	$312,675.00
Source	N/A	N/A	LCFFSCG (Supplement Special Education)
Budget Reference	N/A	N/A	Resource 6500 : Certificated Salary 1110, Benefits 3XXX : Mgmt LC01

Action #29

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	LEA-Wide	Specific Schools, Goodwill Independent Study

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	New	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Action/Service 1.29 was not included in the 2017-18 LCAP.	Implement an independent study program for all levels of student's grade 7-12 and standardize the independent study curriculum while maintaining curriculum at the district level. (strategic plan) The district will apply for a CDS code for Goodwill Independent Academy as a separate school and expand the grades from 9-12 to 7-12.	Action has been removed from the LCAP for the 2019-2020 year.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$0	$0
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 2

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities: N/A

Identified Need:

1. VVUHSD needs to increase parent/guardian participation at both the site and district level in order to increase student achievement and student attendance rates. Attendance rates at parent events are low as marked by attendance logs.
• VVUHSD will increase the graduation rate for all students by 5% (2018-2019)
• Increase CTE and Career pathway options for students to prepare for college & career.
• VVUHSD will works towards a 2% increase in graduation rate for the following target groups: Hispanic, African American, White, English Learners, Special Education, and Low Income/Foster Youth (2018-2019)
• Reduction in the Dropout rate by 2% for all target groups
• Increase pupil attendance by .5%
2. California School Dashboard data indicates students are performing below level 3 in ELA by 36.7 points and by 104 in math.
• VVUHSD will increase by 3% the pupils attaining proficiency (level 3) as measured by CAASPP in grades 7, 8, and 11 in ELA and Math
• Decrease by 3% the number of pupils receiving a letter grade lower than C- in both ELA and Math

3. Educating parents/guardians about college entrance requirements and applying to college will impact student college and career success.
• Increase AP enrollment by 2%
• Increase AP pass rate by 2%
• Increase the number of student meeting A-G requirements by 5 % or meet/exceed state average of 45.5%
• Increase the number of students in the "Prepared" and "Approaching Prepared" categories on the College/Career Indicator on the California School Dashboard by 2% annually.
Students communicated through the Student Forums a desire to increase safety. In order to strengthen site disaster plans, VVUHSD sees the need to increase preventative procedures.
• Increased sense of safety and well-being
• Increase/maintain high levels of practice for safety drills and practices

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1) Graduation Rate Indicator District-wide (Cal. Sch. Dashboard)	2015-2016 - 82.8%	2016-2017 Target 87.8%	2017-2018 Target - TBD based on the Fall 2018 release of the California School Dashboard.	2019-2020 Target 86.2% (California School Dashboard)
2) Graduation Rate Hispanic (Cal. Sch. Dashboard)	2015-2016 - 84.3%	2016-2017 - Target 86.3%	2017-2018 Target TBD based on the Fall 2018 release of the California School Dashboard.	2019-2020 Target 89.3% (California School Dashboard)

3) Graduation Rate African American (Cal. Sch. Dashboard)	2015-2016 - 76.3%	2016-2017 - Target 78.3%	2017-2018 Target TBD based on the Fall 2018 release of the California School Dashboard.	2019-2020 Target 78.1% (California School Dashboard)
4) Graduation Rate White (Cal. Sch. Dashboard)	2015-2016 - 83.9%	2016-2017 - Target 85.9%	2017-2018 Target - TBD based on the Fall 2018 release of the California School Dashboard.	2019-2020 Target 85.4% (California School Dashboard)
5) Graduation Rate English Learners (Cal. Sch. Dashboard)	2015-2016 - 69.6%	2016-2017 - Target 71.6%	2017-2018 Target - TBD based on the Fall 2018 release of the California School Dashboard.	2019-2020 Target 77.7% (California School Dashboard)
6) Graduation Rate Special Education (Cal. Sch. Dashboard)	2015-2016 - 55.1%	2016-2017 - Target 59.1%	2017-2018 Target - TBD based on the Fall 2018 release of the California School Dashboard.	2019-2020 Target 57.8% (California School Dashboard)

7) Graduation Rate Foster Youth (Cal. Sch. Dashboard)	2015-2016 (California School Dashboard) 47.8%	2016-2017 Target 50.8%	2017-2018 Target - TBD based on the Fall 2018 release of the California School Dashboard.	2019-2020 Target 58.8% (California School Dashboard)
8) Graduation Rate Socioeconomically Disadvantaged (Cal. Sch. Dashboard)	2015-2016 (Cal. Sch. Dashboard) 82.2%	2016-2017 Target 84.2%	2017-2018 Target - TBD based on the Fall 2018 release of the California School Dashboard.	2019-2020 Target 86.5% (California School Dashboard)
9) SBAC English Language Arts % Standard Met or Exceed (CAASPP)	2015-2016 : Grade 7 32% Grade 8 31% Grade 11 45%	Target 2016-2017 : Grade 7 35% Grade 8 34% Grade 11 48%	Targets 2017-2018: Grade 7 39% Grade 8 38% Grade 11 51%	Targets 2018-2019: Grade 7 41% Grade 8 38% Grade 11 51%
10) SBAC Mathematics % Standard Met or Exceed (CAASPP)	2015-2016 : Grade 7 18% Grade 8 14% Grade 11 17%	Targets 2016-2017 : Grade 7 21% Grade 8 17% Grade 11 20%	Targets 2017-2018: Grade 7 24% Grade 8 23% Grade 11 19%	Targets 2018-2019: Grade 7 27% Grade 8 23% Grade 11 19%
11) A-G Completion % (Dataquest)	2015-2016 - 26.5%	2016-2017 - Target 31.5%	2017-2018 Target - 20.9%	2018-2019 Target - 25.9%

12) District Attendance Rate (Local Data)	2016-2017 - 95.12%	2017-2018 - 95.62%	Target - 98%	Target - 98%
13) AP Enrollment (Local Data)	2016-2017 - 1,292 Students	2017-2018 - Target 1,318	2018-2019 Enrollment Target 1,688	2019-2020 Enrollment Target 1,721
14) AP Exam Pass Rate of 3+ (College Board)	2015-2016 -27.9% 3 or Better Exam Score	2016-2017 - Target 26% 3 or Better Exam Score	2017-2018 - Target 17.9% 3 or Better Exam Score	2018-2019 - Target 19.9% 3 or Better Exam Score
15) D & F Grade Data of Total Grades Issued (Local Data)	2016-2017 - 7.2% of total grades issued	2017-2018 Target - 6.2%	2018-2019 Target - 18%	2019-2020 Target - 16%
16) OMS Parent Attendance Data – Site Parent Centers (Local Data)	2016-2017 - 449 Parent/Guardian Attendees	2017-2018 - 1,275 Parent/Guardian Attendees	Target (5%) - 1,339	Target (5%) - 1,406

17) Parent Survey - Panorama Family Survey (replaced WestEd California School Parent Survey)	Key Indicators: (agree/strongly agree) School is a safe place for my child. MS= 84% HS= 90% School has adults that really care about my child. MS=87% HS=85% School treats students with respect. MS=91% HS=87% Harassment or bullying of students (somewhat a problem, large problem). MS=37% HS=25%	California School Parent Survey Key Indicators Targets School is a safe place for my child. MS= 85% HS= 91% School has adults that really care about my child. MS=88% HS=86% School treats students with respect. MS=92% HS=88% Harassment or bullying of students (somewhat a problem, large problem). MS=36% HS=24%	VVUHSD will be using Panorama for the climate surveys. Targets: 2018-2019 1. Support for Academic Learning - 89% 2. Student Fairness & Discipline - 87% 3. Sense of Belonging - 85% 4. Safety - 81%	VVUHSD will be using Panorama for the climate surveys. Targets: 2019-2020 1. Climate of Support for Academic Learning - 93% 2. Sense of Belonging (School Connectedness) - 93% 3. Knowledge and Fairness of Discipline, Rule and Norms - 90% 4. Safety - 89%

18) Staff Survey-Panorama Staff Survey (Replaced WestEd California School Staff Survey)	Key Indicators: Staff Working Environment Is a supportive and inviting place for staff to work? MS= 79% HS=88% Promotes trust and collegiality among staff. MS=65% HS=84% Promotes personnel participation in decision making. MS=79% HS=82% Key Indicators: Safety (agree/strongly agree) Is a safe place for staff? MS= 76% HS=93% Is a safe place for students? MS=82% HS=93% Has sufficient resources to create a safe campus? MS=44% HS=67%	CSSS Key Indicator Targets Is a supportive and inviting place for staff to work? MS= 80% HS=89% Promotes trust and collegiality among staff. MS=66% HS=85% Promotes personnel participation in decision making. MS=80% HS=83% Is a safe place for staff? MS= 78% HS=94% Is a safe place for students? MS=83% HS=94% Has sufficient resources to create a safe campus? MS=45% HS=68%	VVUHSD will be using Panorama for the staff climate surveys. Targets: 2018-2019 1. Support for Academic Learning - 87% 2. Student Fairness & Discipline - 79% 3. Sense of Belonging - 68% 4. Safety - 54%	VVUHSD will be using Panorama for the staff climate surveys. Targets: 2019-2020 1. Climate of Support for Academic Learning - 90% 2. Knowledge and Fairness of Discipline, Rule and Norms - 81% 3. Sense of Belonging (School Connectedness) - 73% 4. Safety - 61%

19) Student Survey - Panorama Student Climate Survey (Replaced WestEd California Healthy Kids Survey)	Key Indicators: School Safety & Substance Abuse School is perceived as very safe or safe Gr. 7=63% Gr. 9=51% Gr. 11=51% Experiences any harassment or bullying Gr. 7=33% Gr. 9=26% Gr. 11=25% Is afraid of being beaten up Gr. 7=18% Gr. 9=12% Gr. 11=7% Been in a physical fight Gr. 7=13% Gr. 9=14% Gr. 11=10% Seen a weapon on campus Gr. 7=9% Gr. 9=11% Gr. 11=12% Been drunk or high at school, ever Gr. 7=1% Gr. 9=7% Gr. 11=10%	CHKS Indicator Targets School is perceived as very safe or safe Gr. 7=64% Gr. 9=52% Gr. 11=52% Experiences any harassment or bullying Gr. 7=32% Gr. 9=25% Gr. 11=24% Is afraid of being beaten up Gr. 7=17% Gr. 9=11% Gr. 11=6% Been in a physical fight Gr. 7=12% Gr. 9=13% Gr. 11=9% Seen a weapon on campus Gr. 7=8% Gr. 9=10% Gr. 11=11% Been drunk or high at school, ever Gr. 7=>1% Gr. 9=6% Gr. 11=9%	VVUHSD will be using Panorama for the student climate surveys. Targets 2018-2019: Student Climate Survey School Connectedness (high) Gr. 7=65% Gr.9=50% Gr.11=47% Academic Motivation (high) Gr. 7= 79% Gr.9=69% Gr.11=66% High Expectations (high) Gr. 7=69% Gr.9=59% Gr.11=56%	VVUHSD will be using Panorama for the student climate surveys. Targets 2019-2020: 1. Climate of Support for Academic Learning - 70% 2. Safety - 69% 3. Knowledge and Fairness of Discipline, Rule and Norms - 60% 4. Sense of Belonging (School Connectedness) - 53%

20) CTE Enrollment (Local Data)	2016-2017 - 2,501	2017-2018 - Target 2,551	Enrollment Target - 3,800 or greater	Enrollment Target - 3,800 or greater
21) College and Career Indicator (California School Dashboard)	2015-2016 Prepared - 19.9% Approaching Prepared - 16.3% Not Yet Prepared - 63.8%	2016-2017 Targets Prepared - 24.9% Approaching Prepared - 16.9% Not Yet Prepared - 58.2%	2017-2018 Targets Prepared - 24.9% Approaching Prepared - 16.9% Not Yet Prepared - 58.2%	2018-2019 Targets Prepared - 50.6% Approaching Prepared - 17% Not Yet Prepared - 33%
22) District High School 9-12 Adjusted Dropout Rate (Dataquest)	2015-2016 - 21.1%	2016-2017 - Target - 19.1%	2017-2018 Target - 4.9%	2018-2019 Target - 4.9%
23) Middle School Dropout Rate (Dataquest)	2015-2016 - 2.0%	2016-2017 Target - 0%	2017-2018 Target - 1.5%	2018-2019 Target - 1%
24) Annual Safety Drill Data (Local Data)	*Safety Drill Data 2016-17 University Preparatory School-- 3 LOCKDOWN 3 EARTHQUAKE 3 FIRE	Safety Drill Target Data 2017-18 University Preparatory School-- 3 LOCKDOWN 3 EARTHQUAKE 3 FIRE	Targets University Preparatory School-- LOCKDOWN 3 EARTHQUAKE 3 FIRE 3	Targets University Preparatory School-- LOCKDOWN 3 EARTHQUAKE 3 FIRE 3

Goodwill High School -- 2 LOCKDOWN 2 EARTHQUAKE 2 FIRE	Goodwill High School -- 2 LOCKDOWN 2 EARTHQUAKE 2 FIRE	Goodwill High School -- LOCKDOWN 2 EARTHQUAKE 2 FIRE 2	Goodwill High School -- LOCKDOWN 2 EARTHQUAKE 2 FIRE 2
Cobalt Institute of Math & Science-- 2 LOCKDOWN 1 EARTHQUAKE 4 FIRE	Cobalt Institute of Math & Science-- 2 LOCKDOWN 2 EARTHQUAKE 4 FIRE	Cobalt Institute of Math & Science-- LOCKDOWN 2 EARTHQUAKE 2 FIRE 4	Cobalt Institute of Math & Science-- LOCKDOWN 2 EARTHQUAKE 2 FIRE 4
Hook Junior High School-- 1 LOCKDOWN 1 EARTHQUAKE 1 FIRE	Hook Junior High School-- 2 LOCKDOWN 2 EARTHQUAKE 4 FIRE	Hook Junior High School-- LOCKDOWN 2 EARTHQUAKE 2 FIRE 4	Hook Junior High School-- LOCKDOWN 2 EARTHQUAKE 2 FIRE 4
Lakeview Leadership Academy-- 1 LOCKDOWN 1 EARTHQUAKE 1 FIRE	Lakeview Leadership Academy-- 2 LOCKDOWN 2 EARTHQUAKE 4 FIRE	Lakeview Leadership Academy-- LOCKDOWN 2 EARTHQUAKE 2 FIRE 4	Lakeview Leadership Academy-- LOCKDOWN 2 EARTHQUAKE 2 FIRE 4
Adelanto High School-- 2 LOCKDOWN 1 EARTHQUAKE 4 FIRE	Adelanto High School-- 2 LOCKDOWN 2 EARTHQUAKE 2 FIRE	Adelanto High School-- LOCKDOWN 2 EARTHQUAKE 2 FIRE 2	Adelanto High School-- LOCKDOWN 2 EARTHQUAKE 2 FIRE 2
Silverado High School-- 3 LOCKDOWN 2 EARTHQUAKE 1 FIRE	Silverado High School-- 2 LOCKDOWN 2 EARTHQUAKE 2 FIRE	Silverado High School-- LOCKDOWN 2 EARTHQUAKE 2 FIRE 2	Silverado High School-- LOCKDOWN 2 EARTHQUAKE 2 FIRE 2
Victor Valley High School-	Victor Valley High School-	Victor Valley High School-	Victor Valley High School-- LOCKDOWN 2

	2 LOCKDOWN 1 EARTHQUAKE 2 FIRE	2 LOCKDOWN 2 EARTHQUAKE 2 FIRE	LOCKDOWN 2 EARTHQUAKE 2 FIRE 2	EARTHQUAKE 2 FIRE 2
25) Safety Restraint Data (Local Data)	2016-2017 (Local Data) INCIDENTS OF RESTRAINTS Adelanto High School - 12 Silverado High School - 29 Goodwill High School - 0 Victor Valley High School - 24	2017-2018 (Local Data) INCIDENTS OF RESTRAINTS Adelanto High School - 10 Silverado High School - 27 Goodwill High School - 0 Victor Valley High School - 22	2017-2018 (Local Data) INCIDENTS OF RESTRAINTS Adelanto High School - 3 Silverado High School - 29 Goodwill High School - 0 Victor Valley High School -14	2017-2018 (Local Data) INCIDENTS OF RESTRAINTS Adelanto High School - 2 Silverado High School - 24 Goodwill High School - 0 Victor Valley High School -9

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to assess district and school climate as well as parent/guardian feedback on satisfaction in areas measured by the state indicators and California School Dashboard through a survey or research annually.	Continue to assess district and school climate as well as parent/guardian feedback on satisfaction in areas measured by the state indicators and California School Dashboard. Climate assessments will be completed at the beginning of the year and be accessible by staff. Climate surveys will dis-aggregate data for at-risk groups such as foster youth and English Learners.	Continue to assess district and school climate as well as parent/guardian feedback on satisfaction in areas measured by the state indicators and California School Dashboard. Climate assessments will be completed at the beginning of the year and be accessible by staff. Climate surveys will dis-aggregate data for at-risk groups such as foster youth and English Learners.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	$45,000	$32,000.00	$32,000.00
Source	LCFF	LCFF-SCG contribution Special Education Dis-proportionality	LCFF-SCG contribution Special Education Dis-proportionality
Budget Reference	Resource 0400 Other services 5808 Mgmt LC02	Resource 3312 Other services 5808 Mgmt LC02	Resource 3312 Other services 5808 Mgmt LC02

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	**Location(s)**
All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	**Scope of Services:**	**Location(s)**
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide additional funding for school sites to offer additional resources (conferences, guest speakers, parent education programs, cultural proficiency, etc.) to parents/guardians to increase attendance at school site meetings and events. Support parents/guardian in their understanding of educational initiatives when they are serving as member of a committee such as DAC, SSC, ELAC or DELAC by offering conferences and training opportunities. Allow for refreshments and Child care when needed.	Provide additional funding for school sites to offer additional resources (conferences, guest speakers, parent education programs, cultural proficiency, etc.) to parents/guardians to increase attendance at school site meetings and events. Support parents/guardian in their understanding of educational initiatives when they are serving as members of a committee such as DAC, SSC, ELAC or DELAC by offering conferences and training opportunities. Allow for refreshments and child care when needed.	Provide additional funding for school sites to offer additional resources (conferences, guest speakers, parent education programs, cultural proficiency, etc.) to parents/guardians to increase attendance at school site meetings and events. Support parents/guardian in their understanding of educational initiatives when they are serving as members of a committee such as DAC, SSC, ELAC or DELAC by offering conferences and training opportunities. Allow for refreshments and child care when needed. Action has remained the same, only budget has been modified.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	1. $16,000 2. N/A	1. $73,694.00	$24,669.00
Source	1. LCFF 2. Title III (District)	Title I (Sites)	Title I (Sites)
Budget Reference	1. Resource 0400 Travel & Conference 5520 Other Services 5808 Parent Training 5886 Mgmt LC02 2. See Goal 1, Action/service 1.6	Resource 3010 Materials & Supplies 4XXX Other Contracts 5808 Mgmt PARE	Resource 3010: Refreshments 4331, Comp Software 4340, Office Items 4350, Other Supplies 4390, Other Inventory 4490, Other Services 5808 : Mgmt LC02

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	**Location(s)**
All Students, Special Education, At-Risk/Low Income, Foster Youth, Homeless Youth, English Learners	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Offer College & Career events that involve parents, such as: College Application Workshops (Grades 11-12), College Information Workshops (Grades 9-12), Financial Aid Workshops (Grades 11-12), FAFSA Workshops (Grade 12), Scholarship Workshops (Grades 10-12) and K-16 Bridge Information Evenings. (SP, Strat.3, Spec.Rslt.2,II.A) Schools will ensure an emphasis on target groups of student such Special Education, EL, Low Income, and Foster Youth.	Offer College & Career events that involve parents, such as: College Application Workshops (Grades 11-12), College Information Workshops (Grades 9-12), Financial Aid Workshops (Grades 11-12), FAFSA Workshops (Grade 12), Scholarship Workshops (Grades 10-12) and K-16 Bridge Information Evenings. (SP, Strat.3, Spec.Rslt.2,II.A) Schools will ensure focus on target groups of student such Special Education, EL, Low Income, and Foster Youth.	Offer College & Career events that involve parents, such as: College Application Workshops (Grades 11-12), College Information Workshops (Grades 9-12), Financial Aid Workshops (Grades 11-12), FAFSA Workshops (Grade 12), Scholarship Workshops (Grades 10-12) and K-16 Bridge Information Evenings. (SP, Strat.3, Spec.Rslt.2,II.A) Schools will ensure focus on target groups of student such Special Education, EL, Low Income, and Foster Youth.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$5,000.00	$7,232.00	$7,232.00
Source	Title I (District)	Title I (District)	Title I (District)
Budget Reference	Resource 3010 District Transportation 5720 Admission Fees 5886 Mgmt LC02	Resource 3010 District Transportation 5806 Admission Fees 5886 Mgmt LC02	Resource 3010 District Transportation 5806 Admission Fees 5886 Mgmt LC02

Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Hold annual meetings, led by counselors, teachers or administrative staff, with parents to educate/update parents on their child(ren)'s progress towards graduation and/or college & career readiness. (SP, Strat.3, Spec.Rslt.2,II.E) Ensure the events for parents/guardians of targeted EL students are bilingual. Provide translation.	Hold annual meetings, led by counselors, teachers or administrative staff, with parents to educate/update parents on their child(ren)'s progress towards graduation and/or college & career readiness. Ensure the events for parents/guardians of targeted EL students are bilingual. The district will continue to employ a district translator to support all school and district events and meetings when needed to ensure communication with bilingual families.	Hold annual meetings, led by counselors, teachers or administrative staff, with parents to educate/update parents on their child(ren)'s progress towards graduation and/or college & career readiness. Ensure the events for parents/guardians of targeted EL students are bilingual. The district will continue to employ a district translator to support all school and district events and meetings when needed to ensure communication with bilingual families. Action has remained the same, only budget has been modified.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$5,000.00	$54,068.00	$55,445.00

Source	Title I	Title I (District)	Title I (District)
Budget Reference	Resource 3010 Interpretation 2211 Benefits 3XXX Mgmt LCPI	Resource 3010 Interpretation 2211 Benefits 3XXX Mgmt LC02	Resource 3010 : Interpretation 2211, Benefits 3XXX : Mgmt LC02

Action #5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	**Location(s)**
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	**Scope of Services:**	**Location(s)**
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged	**Select from New, Modified, or Unchanged**	**Select from New, Modified, or Unchanged**

for 2017-18	for 2018-19	for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to employ Career Center Technicians at school sites as funding becomes available. The district desires to have a career center technician at all high school sites by 2020. Increase the number of Career Center Technicians from three to four if fiscally feasible. If a fourth person is employed, they will be assigned as follows: 1 -Silverado High School, 1- Adelanto High School, 1- Victor Valley HS and GEC, 1 - Cobalt I.M.S, and University Prep. (Goal 2, Action/Service 2.5 removed from LCAP plan)	(Moved from 2017-18 Goal 7, Action/service 4) Continue to employ a Public Engagement Information Manager for the purpose of increasing communication district wide about services and opportunities for families to receive support through specialized targeted programs and other needs based information. This position is important to help increase attendance and parent participation, particularly with our low income families. Victor Valley is 100% low income as a district and the need for a variety of communication of services for our target families is vital to student success.	Continue to employ a Public Engagement Information Manager for the purpose of increasing communication district wide about services and opportunities for families to receive support through specialized targeted programs and other needs based information. This position is important to help increase attendance and parent participation, particularly with our low income families.Victor Valley is 100% low income as a district and the need for a variety of communication of services for our target families is vital to student success. Action has remained the same, only budget has been modified.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$258,073.00	$102,538.00	$109,858.00

Source	LCFF	LCFF-SCG (At-Risk)	LCFFSCG (AtRisk)
Budget Reference	Resource 0400 Classified Salary 2410 Benefits 3XXX Mgmt LC02	Resource 0400 Classified Supervisor 2313 Benefits 3XXX Mgmt LC02	Resource 0400 : Classified Supervisor 2313, Benefits 3XXX : Mgmt LC02

Action #6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	Schoolwide	Specific Schools, AHS, SHS, VVHS, UP, CIMS, GEC

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
As school sites determine their college counseling needs, they will integrate the use of Destination College Advisors as part of their SPSA.	As school sites determine their college and career readiness needs, they will evaluate their needs and utilize the support of a career center technician or an additional college counseling needs through the SPSA process. Ensure that ALL high schools/school of choice have a dedicated career/college guidance technician who is highly trained to support all students' needs.	As school sites determine their college and career readiness needs, they will evaluate their needs and utilize the support of a career center technician or an additional college counseling needs through the SPSA process. Ensure that ALL high schools/school of choice have a dedicated career/college guidance technician who is highly trained to support all students' needs. Action has remained the same, only budget has been modified.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$96,000.00	$355,760.00	$317,076.00
Source	Title I (Site)	LCFF-SCG (At-Risk)	LCFFSCG (AtRisk)

Budget Reference	Resource 3010 Other Services 5808 Mgmt LC02 Site Budgets	Resource 0400 Classified Salary 2410 Benefits 3XXX Mgmt LC02	Resource 0400 : Classified Salary 2410, Benefits 3XXX : Mgmt LC02

Action #7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	Schoolwide	Specific Schools, AHS, SHS, VVHS, CIMS, UP, HJH, LLA

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20

New	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide support for a Parent Center at school sites who have employed a Family Engagement Liaison. The Family Engagement Liaison will support and monitor parent engagement. They will also support the school sites with the annual parent survey, parent attendance monitoring using OMS, and provide events to help parents navigate the school system.	Provide support for a Parent Center at school sites who have employed a Family Engagement Liaison. The Family Engagement Liaison will support and monitor parent engagement. They will also support the school sites with the annual parent survey/evaluation, parent attendance at workshops monitoring using OMS, and provide events to help parents navigate the school system.	Provide support for a Parent Center at school sites who have employed a Family Engagement Liaison. The Family Engagement Liaison will support and monitor parent engagement. They will also support the school sites with the annual parent survey/evaluation, parent attendance at workshops monitoring using OMS, and provide events to help parents navigate the school system. Action has remained the same, only budget has been modified.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1. $233,225.00 2. $45,847.00	1. $243,741.00 2. $47,617.00	1. $258,486.00 2. $46,838.00
Source	1. Title I (Site) 2. EIA/LEP	1. Title I (Site) 2. LCFF/SCG (EL)	1. Title I (Site) 2. LCFF/SCG (EL)

Budget Reference	1. Resource 3010 Classified Salary 2950 Benefits 3XXX Mgmt LC02 2. Resource 0790 Classified Salary 2950 Benefits 3XXX Mgmt LC02 *Site Funds	1. Resource 3010 Classified Salary 2950 Benefits 3XXX Mgmt LC02 2. Resource 0790 Classified Salary 2950 Benefits 3XXX Mgmt LC02	1. Resource 3010 : Classified Salary 2950, Benefits 3XXX : Mgmt LC02 2. Resource 0790 : Classified Salary 2950, Benefits 3XXX : Mgmt LC02

Action #8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Action/Service 2.8 was not included in the 2017-18 LCAP.	(Moved from 2017-18 Goal 8, Action/Service 8.1) Maintain a district-wide safety committee who will support district safety though/by: • Revise the district-wide safety plan for all school sites and departments annually. Ensure the plan has clear primary and back-up roles and responsibilities for all staff at school sites and the district to perform in an emergency situation. Include professional learning for personal enrichment of staff in CPR, first aide, etx. • Performing site assessments to determine potential liabilities and create timelines to address both correction and prevention. • Ensuring police, probation and emergency responders are included in the creation of the safety plans. • Utilizing a monthly/quarterly calendar of required safety drills (fire, earthquake, and intruder) in compliance with California Education Code, to include submission of	(Moved from 2017-18 Goal 8, Action/Service 8.1) Maintain a district-wide safety committee who will support district safety though/by: • Revise the district-wide safety plan for all school sites and departments annually. Ensure the plan has clear primary and back-up roles and responsibilities for all staff at school sites and the district to perform in an emergency situation. Include professional learning for personal enrichment of staff in CPR, first aide, etx. • Performing site assessments to determine potential liabilities and create timelines to address both correction and prevention. • Ensuring police, probation and emergency responders are included in the creation of the safety plans. • Utilizing a monthly/quarterly calendar of required safety drills (fire, earthquake, and intruder) in compliance with California Education Code, to include submission of

	evidence to Risk Management. • Coordinate the planning and implementation of regular staff training on safety-plans district-wide.	evidence to Risk Management. • Coordinate the planning and implementation of regular staff training on safety-plans district-wide.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$0	$0
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

Action #9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)

N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Action/Service 2.9 was not included in the 2017-18 LCAP.	(Moved from 2017-18 Goal 8, Action/Service 8.3) Create a team at each school site for safety and support. The team will meet quarterly to: • Establish a school site crisis team led by a site administrator with essential personnel to support students and staff in a crisis. • Schedule and coordinate training for the team and establish crisis protocols, mental health issues and socio-emotional support skills which staff is informed about annually. • Establish and coordinate training for staff on emergency response procedures. • Provide revisions to the school site safety plan.	(Moved from 2017-18 Goal 8, Action/Service 8.3) Create a team at each school site for safety and support. The team will meet quarterly to: • Establish a school site crisis team led by a site administrator with essential personnel to support students and staff in a crisis. • Schedule and coordinate training for the team and establish crisis protocols, mental health issues and socio-emotional support skills which staff is informed about annually. • Establish and coordinate training for staff on emergency response procedures. • Provide revisions to the school site safety plan.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$0	$0
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

Action #10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged	Select from New, Modified, or Unchanged	Select from New, Modified, or Unchanged

for 2017-18	for 2018-19	for 2019-20
New	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Action/Service 2.10 was not included in the 2017-18 LCAP.	(Moved from 2017-18) Goal 5, Action/Service 5.4) Provide workshops/ professional development opportunities to certificated and classified staff enhance the practices, safety and security of our students and staff. Support customer service training and job-alike training for classified staff to ensure high quality service to staff and families. The training will also provide staff with skills and supports to help serve our low income families, and identify foster youth and homeless youth, to ensure they are receiving supplementary services at the school sites,	Provide workshops/ professional development opportunities to certificated and classified staff enhance the practices, safety and security of our students and staff.Support customer service training and job alike training for classified staff to ensure high quality service to staff and families. The training will also provide staff with skills and supports to help serve our low income families, and identify foster youth and homeless youth, to ensure they are receiving supplementary services at the school sites. Action has remained the same, only budget has been modified.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$50,712.00	$52,875.00

Source	N/A	LCFF-SCG (At-Risk)	LCFFSCG (AtRisk)
Budget Reference	N/A	Resource 0400 Certificated Subs 1140 Classified Aides Subs 2140 Campus Aide Subs 2245 Classified Office/Admin Sub 2440 Benefits 3XXX Conference 5220 Other Contracts 5808 Mgmt LC02	Resource 0400 : Certificated Subs 1140, Classified Aides Subs 2140, Campus Aide Subs 2245, Classified Office/Admin Sub 2440, Benefits 3XXX, Conference 5220, Other Contracts : 5808 Mgmt LC02

Action #11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	LEA-Wide	Specific Schools, Adelanto HS, Silverado

HS, Victor Valley HA, Hook JH, Lakeview LA

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Action/Service 2.11 was not included in the 2017-18 LCAP.	(Moved from 2017-18 Goal 8, action 8.4) Conduct an annual review of the effectiveness of campus safety officers and establish guidelines for staffing based on student numbers and safety related incidents. Continue to provide training for safety officers and recruitment/training of substitute safety officers. Contract for law enforcement services for probation officers and school resource officers (SROs) for student safety and SARB. Probation officers will provide on campus supports for at-risk students in areas including anger management, drug/alcohol abuse, and other social-emotional programs. Probation Officers and SROs will conduct home visits for students who are chronically absent including homeless and foster youth.	Conduct an annual review of the effectiveness of campus safety officers at all schools and establish guidelines for staffing based on student numbers and safety related incidents. Continue to provide training for safety officers and recruitment/training of substitute safety officers. Contract for law enforcement services for probation officers and school resource officers (SROs) for student safety and SARB. Probation officers will provide on campus supports for at risk students in areas including anger management, drug/alcohol abuse, and other socialemotional programs. Probation Officers and SROs will conduct home visits for students who are chronically absent including homeless and foster youth.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$435,982.00	$606,305.00
Source	N/A	LCFF-SCG (At-Risk)	LCFFSCG (AtRisk)
Budget Reference	N/A	Resource 0400 Judicial Services 5824 Mgmt LC08	Resource 0400 : Judicial Services 5824 : LC02

Action #12

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	Schoolwide	Specific Schools, TBD

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
		New

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	Based on potential funding resources, VVUHSD will explore hiring Board Certified Behavior Analyst to support identified students with interventions and supports during the 2019-2020 school year. Schools will be selected for services based on academic and behavioral data as well as the duplicated student groups who are demonstrating a need for behavioral intervention. Employment will depend on available funding that may be allocated during the 2019-2020 school year.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	$0

Source	N/A	N/A	TBD
Budget Reference	N/A	N/A	TBD

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 4, 7, 8

Local Priorities: N/A

Identified Need:

Provide high quality professional development for all staff to ensure safety, quality first instruction, common core instructional shifts, increased student access to California State Standards and frameworks, and improved career and college counseling for our students. VVUHSD's online PD survey indicates a desire by stakeholders to continue to experience professional development opportunities in the area of rigor, technology and EL support strategies. Certificated and classified staff require training to stay current and facilitate student achievement.

- Increase by 3% of pupils attaining proficiency as measured by CAASPP in grades 7, 8, and 11 in ELA and Math
- Decrease by 3% the number of pupils receiving a letter grade lower than C- in both ELA and Math
- Increase pupils enrolled in A-G classes by 2%
- Increase enrollment in AP Courses by 2%
- Increase AP pass rate by 2%
- Reduction in the Dropout rate by 2% for all student groups

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1) District High School 9-12 Adjusted Dropout Rate (Dataquest)	2015-2016 - 21.1%	2016-2017 - Target - 19.1%	2017-2018 Target - 4.9%	2018-2019 Target - 4.9%
2) District Dropout Rate - Hispanic/Latino (Dataquest)	2015-2016 - 5.3%	2016-2017 - Target 3.3%	Target - 1.5%	Target > 1.5%
3) District Dropout Rate Asian (Dataquest)	2015-2016 - 2.0%	2016-2017 - Target > 1%	Target > 1%	Target > 1%
4) District Dropout Rate African American (Dataquest)	2015-2016 - 6.7%	2016-2017- Target 4.7%	Target - 2.0%	Target > 2.0%

5) District Dropout Rate White (Dataquest)	2015-2016 - 6.1%	2016-2017 - Target 4.0%	Target - 4.0%	Target - 4.0%
6) District Dropout Rate Two or More Races (Dataquest)	2015-2016 - 7.2%	2016-2017 - Target 4.1%	Target - 6.6%	Target - 6.6%
7) SBAC English Language Arts % Standard Met or Exceed (CAASPP)	2015-2016 : Grade 7 32% Grade 8 31% Grade 11 45%	Target 2016-2017 : Grade 7 35% Grade 8 34% Grade 11 48%	Targets 2017-2018: Grade 7 39% Grade 8 38% Grade 11 51%	Targets 2018-2019: Grade 7 42% Grade 8 41% Grade 11 54%
8) SBAC Mathematics % Standard Met or Exceed (CAASPP)	2015-2016 : Grade 7 18% Grade 8 14% Grade 11 17%	Targets 2016-2017 : Grade 7 21% Grade 8 17% Grade 11 20%	Targets 2017-2018: Grade 7 24% Grade 8 23% Grade 11 19%	Targets 2018-2019: Grade 7 27% Grade 8 23% Grade 11 19%
9) D & F Grade Data English Language Arts (Local Data)	2016-2017 Grades of “D” = 1,041 Grades of “F” = 1,029	2017-2018 Targets Grade of "D" - 1,010 Grade of "F" - 998	2018-2019 Targets Grade of "D" - 1,078 Grade of "F" - 1,139	2019-2020 Targets Grade of "D" - 1,046 Grade of "F" - 1,105

10) A-G Completion % (Dataquest)	2015-2016 - 26.5%	2016-2017 - Target 31.5%	2017-2018 Target - 20.9%	2018-2019 Target - 25.9%
11) AP Enrollment (Local Data)	2016-2017 - 1,292 Students	2017-2018 - Target 1,318	2018-2019 Enrollment Target 1,688	2019-2020 Enrollment Target 1,721
12) AP Exam Pass Rate of 3+ (College Board)	2015-2016 -27.9% 3 or Better Exam Score	2016-2017 - Target 26% 3 or Better Exam Score	2017-2018 - Target 17.9% 3 or Better Exam Score	2018-2019 - Target 19.9% 3 or Better Exam Score

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
(Moved to 2018-19 Goal , Action/Service 1.15) Continue to support the Bridge Program aligned with Victor Valley College by identifying a counselor at each campus who will help identify and recruit students. Students will earn priority enrollment and the bridge counselor will support them with the process. Bridge counselor will be provided extra duty pay for activities and job duties related to the Bridge Program that extend beyond the contractual day.	(Moved from 2017-18 Goal 5, Action/Service 5.1) Establish various Adhoc professional development committees that empowers stakeholders in the planning, implementation and coordination of professional development opportunities. Provide extra duty for staff to attend committee meetings beyond the contractual day.	(Moved from 2017-18 Goal 5, Action/Service 5.1) Establish various Adhoc professional development committees that empowers stakeholders in the planning, implementation and coordination of professional development opportunities. Provide extra duty for staff to attend committee meetings beyond the contractual day.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$0	$0
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
All Students	All Schools, AHS, SHS, VVHS, CIMS, UP

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20

Modified	Modified	Modified
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
(Moved to 2018-19 Goal 1, Action/Service 1.16) Through increased college and career counseling, District and site administration, with the support of counselors and career center technicians, will work with local community colleges (specifically Victor Valley College) to establish/ maintain a concurrent enrollment and start the process for a dual enrollment program. Students will have the opportunity to earn an AA or AS degree upon completion from high school.	(Moved from 2017-18 Goal 5, Action/Service 5.2) Maintain one central location to store information regarding professional development attendance that is easily accessible. (OMS). Provide consultants, district experts or other services to support staff professional development.	Maintain one central location to store information regarding professional development attendance that is easily accessible. (OMS). Provide consultants, district experts or other services to support staff professional development. Action has remained the same, only budget has been modified.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$12,000.00	$31,000.00	$31,476.00
Source	LCFF	Title II (District)	Title II (District)

Budget Reference	Resource 0400 Instructional Materials 4310 Other Services 5886 Mgmt LC03	Resource 4035 Object 5808 Site License 5840 Mgmt LC03	Resource 4035 : Object 5808, Site License 5840 : Mgmt LC03

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	**Location(s)**
All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	**Scope of Services:**	**Location(s)**
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	**Select from New, Modified, or Unchanged for 2018-19**	**Select from New, Modified, or Unchanged for 2019-20**
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
(Moved to 2018-19 Goal 1, Action/Service 1.17) Provide additional funding for student study trips aligned to the college and career readiness indicator to promote student achievement. Support transportation, entry fees, and chaperone funding necessary to increase the number of targeted students groups accessing information and applying to post-graduate programs.	(Moved from 2017-18 Goal 5, Action/Service 5.3) The district will provide equitable professional development for counselors, teachers and administration (site and district) in areas that directly impact student achievement, effective data analysis, EL strategies, student wellness and alignment of district and site goals to the state priorities and dashboard indicators. Allow for consultants and conferences to provide expert professional development. Provide extra pay for staff to attend district designed professional development beyond the contractual day. Design a two day professional development program for certificated staff prior to the start of the school to reinforce best practices, socioemotional learning and curriculum alignment. Employ an evaluative inquiry process to monitor and guide district professional development. A professional learning committee will support the design of the summer professional development.	The district will provide equitable professional development for counselors, teachers and administration (site and district) in areas that directly impact student achievement, effective data analysis, EL strategies, student wellness and alignment of district and site goals to the state priorities and dashboard indicators. Allow for consultants and conferences to provide expert professional development. Provide extra pay for staff to attend district designed professional development beyond the contractual day. Design a two day professional development program for certificated staff prior to the start of the school to reinforce best practices, socioemotional learning and curriculum alignment. Employ an evaluative inquiry process to monitor and guide district professional development. A professional learning committee will support the design of the summer professional development. Action has remained the same, only budget has been modified.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1. $20,145.00 2. $5,000.00	$376,845.00	$376,356.00
Source	1. Title I (District) 2. LCFF	Title I (District)	Title I (District)
Budget Reference	1. Resource 3010 Certificated Extra Duty 1130 Certificated Subs 1140 Benefits 3XXX Outside Transportation 5806 Mgmt LC03 2. Resource 0400 Admission Fees 5886 Mgmt LC03	Resource 3010 Certificated Extra Assign 1130 Certificated Subs 1140 Benefits 3XXX Conferences 5220 Other Contracts 5808 Mgmt LC03	Resource 3010 : Certificated Extra Assign 1130, Certificated Subs 1140, Benefits 3XXX, Conferences 5220, Other Contracts 5808 : Mgmt LC03

Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
(Moved to 2018-19 Goal 1, Action/Service 1.18) The Coordinator of CTE will support counseling staff with the promotion of all available career pathways throughout the district to increase student awareness and choices available regarding college and career focus. The coordinator will also support the expansion of career opportunities through CTE by exploring greater opportunities for the district and school sites to strengthen ties with the business community, involving the counseling staff whenever possible. The coordinator will work with the middle school	(Moved from 2017-18 Goal 5, Action/Service 5.5) Employ two district coordinators to support professional learning and curriculum/ content development in the areas of math, science, history/social science and English through district categorical funding. The coordinators will also support other content areas as needed with curriculum/content development. The coordinators will support rigorous curriculum design and curriculum advisory board organization and implementation.	Employ district coordinators to support professional learning and curriculum/content development in the areas of math, science, history/social science and English through district categorical funding. The coordinators will also support other content areas as needed with curriculum/content development. The coordinators will support rigorous curriculum design and curriculum advisory board organization and implementation.

programs to align current vocational courses to the career pathways at the high schools. This will also include increased services for special education students through support of a workability liaison.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$74,751.00	1. $72,335.00 2. $289,337.00	1. $74,655.00 2. $298,620.00
Source	Special Education	1. Title II (District) 2. Title I (District)	1. Title II (District) 2. Title I (District)
Budget Reference	Resource 6520 Clerical Salary 2410 Benefits 3XXX Mgmt LC03	1. Resource 4035 Certificated Contract 1316 Benefits 3XXX Mgmt LC05 2. Resource 3010 Cerificated Contract 1316 Benefits 3XXX Mgmt LC05	1. Resource 4035 : Certificated Contract 1316, Benefits 3XXX : Mgmt LC05 2. Resource 3010 : Cerificated Contract 1316, Benefits 3XXX : Mgmt LC05

Action #5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Action/Service 3.5 was not included in the 2017-18 LCAP.	(Moved from 2017-18 Goal 1 Action/Service 1.14) Provide professional development for counselors and career center technicians in college entrance requirements, financial aid options for low income students, the Dream Act and other information to increase	(Moved from 2017-18 Goal 1 Action/Service 1.14) Provide professional development for counselors and career center technicians in college entrance requirements, financial aid options for low income students, the Dream Act and other information to increase

	equitable access to UC/CSU/CC for targeted student groups.	equitable access to UC/CSU/CC for targeted student groups.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$20,000.00	$20,000.00
Source	N/A	Title II (District)	Title II (District)
Budget Reference	N/A	Resource 4035 Travel & Conf 5220 Other Contracts 5808 Mgmt LC03	Resource 4035 Travel & Conf 5220 Other Contracts 5808 Mgmt LC03

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 4

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 6

Local Priorities: N/A

Identified Need:

The District Strategic Planning Committee have identified the need to streamline district procedures and to facilitate employee and parent ease in accessing information and training to better serve our stakeholders and in turn, foster greater student achievement.
• Reduction in staff and public concerns through the Uniform Complaint Procedure Process
• Reporting of an increase in climate by students, parents and staff based on the climate surveys administered for staff and families.
• Williams quarterly report on instructional material, facilities and teacher assignment.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

1) Student Survey - Panorama Student Climate Survey (Replaced WestEd "California Healthy Kids Survey")	Key Indicators: School Engagements & support School Connectedness (high) Gr. 7=52% Gr.9=39% Gr.11=35% Academic Motivation (high) Gr. 7= 48% Gr.9=35% Gr.11=33% Caring Adult Relationships (high) Gr. 7=30% Gr.9=26% Gr.11=26% High Expectations (high) Gr. 7=52% Gr.9=49% Gr.11=39% Meaningful Participation (high) Gr. 7=16% Gr.9=13% Gr.11=14%	CHKS Key Indicators Targets School Connectedness (high) Gr. 7=53% Gr.9=42% Gr.11=36% Academic Motivation (high) Gr. 7= 49% Gr.9=36% Gr.11=34% Caring Adult Relationships (high) Gr. 7=31% Gr.9=27% Gr.11=27% High Expectations (high) Gr. 7=53% Gr.9=50% Gr.11=40% Meaningful Participation (high) Gr. 7=17% Gr.9=14% Gr.11=15%	VVUHSD will be using Panorama to administer the student school climate/safety surveys. Targets 2018-19 Student Climate Survey 1. School Connectedness (high) Gr. 7=65% Gr.9=50% Gr.11=47% 2. Academic Motivation (high) Gr. 7= 77% Gr.9=69% Gr.11=66% 3. High Expectations (high) Gr. 7=69% Gr.9=59% Gr.11=56%	VVUHSD will be using Panorama to administer the student school climate/safety surveys. Targets 2019-2020: 1. Climate of Support for Academic Learning - 70% 2. Safety - 69% 3. Knowledge and Fairness of Discipline, Rules and Norms - 60% 4. Sense of Belonging (School Connectedness) - 53%

2) Parent Survey - Panorama Family Survey (Replaced WestEd "California School Parent Survey")	Key Indicators: (agree/strongly agree) School is a safe place for my child. MS= 84% HS= 90% School has adults that really care about my child. MS=87% HS=85% School treats students with respect. MS=91% HS=87% Harassment or bullying of students (somewhat a problem, large problem). MS=37% HS=25%	California School Parent Survey Key Indicators Targets School is a safe place for my child. MS= 85% HS= 91% School has adults that really care about my child. MS=88% HS=86% School treats students with respect. MS=92% HS=88% Harassment or bullying of students (somewhat a problem, large problem). MS=36% HS=24%	VVUHSD will be using Panorama to administer the parent and family school climate/safety surveys. Targets 2018-2019 1. Support for Academic Learning - 89% 2. Student Fairness & Discipline - 87% 3. Sense of Belonging - 85% 4. Safety - 81%	VVUHSD will be using Panorama to administer the parent and family school climate/safety surveys. Targets 2019-2020 VVUHSD will be using Panorama to administer the student school climate/safety surveys. Targets 2019-2020: 1. Climate of Support for Academic Learning - 93% 2. Sense of Belonging (School Connectedness) - 93% 3. Knowledge and Fairness of Discipline, Rules and Norms - 90% 4. Safety - 89%

3) Staff Survey - Panorama Staff Survey (Replaced WestEd "California School Staff Survey")	Key Indicators: Staff Working Environment Is a supportive and inviting place for staff to work? MS= 79% HS=88% Promotes trust and collegiality among staff. MS=65% HS=84% Promotes personnel participation in decision making. MS=79% HS=82% Key Indicators: Safety (agree/strongly agree) Is a safe place for staff? MS= 76% HS=93% Is a safe place for students? MS=82% HS=93% Has sufficient resources to create a safe campus? MS=44% HS=67%	CSSS Key Indicator Targets Is a supportive and inviting place for staff to work? MS= 80% HS=89% Promotes trust and collegiality among staff. MS=66% HS=85% Promotes personnel participation in decision making. MS=80% HS=83% Is a safe place for staff? MS= 78% HS=94% Is a safe place for students? MS=83% HS=94% Has sufficient resources to create a safe campus? MS=45% HS=68%	VVUHSD will be using Panorama to administer the staff school climate/safety surveys. Targets 2018-2019 1. Support for Academic Learning - 87% 2. Student Fairness & Discipline - 79% 3. Sense of Belonging - 68% 4. Safety - 54%	VVUHSD will be using Panorama to administer the staff school climate/safety surveys. Targets 2019-2020 1. Climate of Support for Academic Learning - 90% 2. Knowledge and Fairness of Discipline, Rules and Norms - 81% 3. Sense of Belonging (School Connectedness) - 73% 4. Safety - 61%
4) Uniform Compliant Filings (Local Data)	2016-2017 0 - Board Agenda 4/19/17	2017-2018 Target 0	2018-2019 Target 0	2019-2020 Target 0

5) Williams Finding Report (SBCSS)	2016-2017 - William Report Board Approval January 19, 2017 • Extreme Deficiencies: None Observed • Good Repair Deficiencies: • Section 3: Gym Gate damage repaired • Section 4: Stained ceiling tiles repaired • Section 6: Exterior wall paint/finish repaired.	2017-2018 - • Maintain Facilities Williams Report Status for Extreme Deficiencies of “None Observed” • Reduce the incidents observed of Good Repair Deficiencies to less than two sections.	Targets: 1. Instructional Materials : No Insufficiencies were observed 2. Facilities: • Extreme Deficiencies: No Observed • Good Repair Deficiencies: No More than 3 reported 3. Teacher Assignments: No findings	Targets: 1. Instructional Materials : No Insufficiencies were observed 2. Facilities: • Extreme Deficiencies: No Observed • Good Repair Deficiencies No More than 2 reported 3. Teacher Assignments: No findings
6) Teacher Assignment Data (Local Data)	2015-2016 Williams Report Board Approval July 20, 2016 : No findings	2017-2018 Maintain Teacher Assignment Williams Report Status as “no findings”	2018-2019 Maintain Teacher Assignment Williams Report Status as “no findings”	2019-2020 Maintain Teacher Assignment Williams Report Status as “no findings”

Planned Actions/Services

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
All Students	Specific Schools, AHS, SHS VVHS, CIMS, LLA, HJH, UP

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
(Moved to 2018-19 Goal 1, Action/Service 1.19) Employ or continue to employ a TOA Middle School Math coach and a TOA High School Math Coach in order to increase teacher support with content and instructional strategies to support the instructional shifts	(Moved from 2017-18 Goal 6, Action/Service 6.1) Define and promote VVUHSD expectations for staff, students and parents through the following: • Investigate programs to support customer service expectations and continue to use	(Moved from 2017-18 Goal 6, Action/Service 6.1) Define and promote VVUHSD expectations for staff, students and parents through the following: • Investigate programs to support customer service expectations and continue to use

of concepts and the eight mathematical practices.	climate data to guide the direction of classified professional development in customer service expectations. • Provide annual training for all staff on district policies and procedures.	climate data to guide the direction of classified professional development in customer service expectations. • Provide annual training for all staff on district policies and procedures.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$278,254.00	$0	$0
Source	Title I (Site)	N/A	N/A

Budget Reference	Resource 3010 Certificated Salary 1110 Benefits3XXX Mgmt LC04 Site Funded MS TOA 343 25% HJH 344 25% CIMS 346 25% LLA 435 25% UP HS TOA 244 20% CIMS 431 20% VHS 434 20% SHS 435 20% UP 439 20% AHS	N/A	N/A

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	**Location(s)**
All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
(Removed from 2018-19 plan) TechEd will continue to work towards providing secure student access to our student information system to begin in Grade 7 to foster buy-in and responsibility for their own student performance.	(Moved from 2017-18 Goal 7, Action/Service 7.3) Student Support Services and the Central Enrollment Center will collaborate with outside agencies to provide a collaborative network with referral resources for housing, food, clothing and health services. Student services and health services will begin exploration of clinical counseling services, psychologist interns, counseling interns or other programs to provide additional services. Expand the availability of resources or on-site support utilizing local counseling agencies and community support services including Desert Mountain SELPA and County Mental Health for students and their	(Moved from 2017-18 Goal 7, Action/Service 7.3) Student Support Services and the Central Enrollment Center will collaborate with outside agencies to provide a collaborative network with referral resources for housing, food, clothing and health services. Student services and health services will begin exploration of clinical counseling services, psychologist interns, counseling interns or other programs to provide additional services. Expand the availability of resources or on-site support utilizing local counseling agencies and community support services including Desert Mountain SELPA and County Mental Health for students and their

	families.	families.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$20,000.00	$20,000.00
Source	N/A	Title I (District)	Title I (District)
Budget Reference	See 2017-18 Goal 1, Actions/services 1.11	Resource 3010 Other services 5808 Mgmt LC04	Resource 3010 Other services 5808 Mgmt LC04

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)

English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
(Action/Service remove in 2018-19 plan) Employ a dedicated intervention counselor whose primary responsibility is to provide support academically (reduce grades of D or F) and socio-emotionally to grade 7 and 9 students in order to increase student performance and reduce number of dropouts. Counselors will meet with all students in grades 7 and 9 to establish tentative goals to plan for college and career readiness.	(Moved from 2017-18 Goal 7, Action/Service7.6) Design and offer district and/or school competitions/celebrations to encourage school connectedness and celebrate achievement of low income and at-risk students which will include, but not be limited to: National College Signing Day, Pathway Completion Achievement, Science and Engineering Fair Awards, Visual and Performing Arts Achievements, National History Day Competition, Reclassification Ceremony, Etc. Implement / maintain district and/ or site supported student recognition programs such as: Renaissance, Honor Roll, National Honor Society, Student of the Week, It's a Gas to go to Class.	Design and offer district and/or school competitions/celebrations to encourage school connectedness and celebrate achievement of low income and at-risk students which will include, but not be limited to: National College Signing Day, Pathway Completion Achievement, Science and Engineering Fair Awards, Visual and Performing Arts Achievements, National History Day Competition, Reclassification Ceremony, Etc. Implement / maintain district and/ or site supported student recognition programs such as: Renaissance, Honor Roll, National Honor Society, Student of the Week, It's a Gas to go to Class. Action has remained the same, only budget has been modified.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$6,000.00	$8,000.00
Source	N/A	LCFF-SCG (At-Risk)	LCFFSCG (AtRisk)
Budget Reference	See 2017-18 Goal 1, Actions/services 1.1	Resource 0400 Instructional Supplies 4310 Other Services 5886 Mgmt LC04	Resource 0400 : Instructional Supplies 4310, Other Services 5886 : Mgmt LC04

Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
Students with Disabilities	Specific Schools, AHS, SHS, VVHS,

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
(Moved to 2018-19 Goal 1 Action/Service 1.19) Continue and expand CTE Perkins funded programs at all high school sites through alignment of the program to meet the current labor market and collaboration and partnerships between post-secondary institutions beginning in grade 8.	(Moved from 2017-8 Goal 7, Action/Service 7.7) Develop an open choice transition program for Special Education students ages 18-22 to continue with life skills and workability training. If increased funding through the workability program is available, restore the clerical position to support workability.	(Moved from 2017-8 Goal 7, Action/Service 7.7) Develop an open choice transition program for Special Education students ages 18-22 to continue with life skills and workability training. If increased funding through the workability program is available, restore the clerical position to support workability.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$0	$0
Source	N/A	N/A	N/A

Budget Reference	See 2017-18 Goal 1, Action/service 1.8	N/A	N/A

Action #5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	**Location(s)**
All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	**Scope of Services:**	**Location(s)**
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	**Select from New, Modified, or Unchanged for 2018-19**	**Select from New, Modified, or Unchanged for 2019-20**
Modified	New	Unchanged

2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**

(Moved to 2018-19 Goal 1, Action/Service 1.21) Increase the number of students applying to and being accepted to a college or university by increasing the following services: • Embed post-high school test preparation by providing college entrance test during the school day (PSAT 8/9, PSAT/NMSQT, SAT, AP) through the use of the College Readiness, Block Grant, and fee waivers. • Provide additional materials and online programs for student to prepare for the SAT, ACT, and other college readiness exams. • Provide professional development for teachers to introduce EAP (SBAC), PSAT, and SAT academic concepts beginning in the 8th grade to improve student performance on college entrance exams. • Career Center technicians will collaborate with counseling staff and help organize Career Fairs to happen at all school sites annually.	Each school site and district division will establish the following: (strategic plan) • Organization flow chart • Division of responsibilities • Commonly used forms on the district website • Flowcharts to help navigate specific commonly requested processes • Protocols and timelines for common/annual processes, procedures and events • Quarterly calendar of required safety drills (Fire, Earthquake, Intruders)	Each school site and district division will establish the following: (strategic plan) • Organization flow chart • Division of responsibilities • Commonly used forms on the district website • Flowcharts to help navigate specific commonly requested processes • Protocols and timelines for common/annual processes, procedures and events • Quarterly calendar of required safety drills (Fire, Earthquake, Intruders)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$8,000.00	$0	$0

Source	Title I (District)	N/A	N/A
Budget Reference	Resource 3010 Other books 4210 Site Licenses 5840 Mgmt LC04	N/A	N/A

Action #6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	**Location(s)**
All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	**Scope of Services:**	**Location(s)**
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged	**Select from New, Modified, or Unchanged**	**Select from New, Modified, or Unchanged**

for 2017-18	for 2018-19	for 2019-20
Modified	New	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
(Moved to 2018-19 Goal 1, Action/Service 1.22) Continue to provide academic interventions to support targeted student groups to increase academic achievement and reduce credit deficiency towards graduation though the following services: • Provide RTI support before and after school through a dedicated tutoring programs and APEX or GradPoint online courses at all school sites. • Explore through the Math CAB/RCD the possibility of creating math courses that are modified and lengthened by using semester curriculum in a yearlong format to provide for more RTI during the school day. • Provide 0 and/or 7th period credit recovery at the comprehensive high schools. • Offer students the opportunity to take independent study with a certificated teacher to remediate the chapters or units of study needed to complete course without having to repeat and entire course. • Provide transportation for students to	Provide annual training for classified staff in the following areas: (strategic plan) • Customer service • Division specific skills • Safety protocols	Provide annual training for classified staff in the following areas: (strategic plan) • Customer service • Division specific skills • Safety protocols

attend 0/7th period course and afterschool RTI.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1. $191,413.00 2. $454,202.00	$0	$0
Source	1. LCFF 2. Title I (Site)	N/A	N/A
Budget Reference	1. Resource 0400 Certificated Extra Assign. 1130 Other Classified Pay 2950 Benefits 3XXX Mgmt LC04 2. Resource 3010 Certificated Extra Assign. 1130 Other Classified Pay 2950 Benefits 3XXX District Transportation 5720 Mgmt SESV Site Funded	N/A	N/A

Action #7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	New	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
(Moved to 2018-19 Goal 1, Action/Service 1.23) Implement a chronic absentee intervention program district-wide called Attention 2 Attendance in order to reduce chronic	Align graduation requirements so that every student in VVUHSD will complete the CU/CSU college entrance requirements for graduation and/or a district approved alternative pathway beginning with the class	Align graduation requirements so that every student in VVUHSD on a diploma track will complete the CU/CSU college entrance requirements for graduation.

absenteeism. To complement the accountability program, implement incentive programs for student attendance improvement and achievement.	of 2021.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1. $8,000.00 2. $57,000.00	$0	$0
Source	1. Title I (District) 2. LCFF	N/A	N/A
Budget Reference	1. Resource 3010 Instructional Materials 4310 Mgmt LC04 1. Resource 0400 Contract Services 5808 Mgmt LC04	N/A	N/A

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 5

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

State and/or Local Priorities addressed by this goal:

State Priorities: 5, 6, 7

Local Priorities: N/A

Identified Need:

Bush Foundation research shows that students who successfully complete high school should be in attendance at least 97% of the days. District data indicates that we have not met the 97% threshold at all sites. Survey data and committee discussions indicate a focus on student wellness and safety while fostering positive student / adult relationships on all campuses in an area of need. (SP) Student Forums and the California Healthy Kids Survey indicate a need to foster increased student / adult relationships. District self-evaluation also indicates a streamlining of student services programs such as expulsions, SARB, PBIS, and other CWA related job functions to address concerns about disproportionality and cultural proficiency.
• Increase PBIS participation at all sites
• Foster Positive student /adult relationships and an increased sense of well-being for students based on climate
surveys
• Increase pupil attendance by .5% annually
• Reduce chronic absenteeism by 2% annually
• Reduce the number of suspensions by 3% annually

• Reduce the number of expulsions by 3% annually
• Increase of graduation rate by 3% annually
• Reduction in the Dropout rate by 2% for high school annually
• Reduction in the Dropout rate by .5% for high school annually

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1) District High School 9-12 Adjusted Dropout Rate (Dataquest)	2015-2016 - 5.7%	2016-2017 - Target - 19.1%	Target - 3.9%	Target - 4.9%
2) Middle School Dropout Rate (Dataquest)	2015-2016 - 2.0%	2016-2017 Target - 0%	Target 1.48%	Target 1.0%
3) District Expulsion Data (Local Data)	District Expulsion Rate Reduction Target 73 Students	2017-2018 - 65 Students	Target - 64 Students	Target - 62 Students
4) Positive Behavior Support Interventions (Local Data)	2016-17 Year 1 Cohorts = 1 Year 2 Cohorts = 2 Year 3 or 3+ Cohorts = 5	2017-18 Targets Year 1 Cohorts = 1 Year 2 Cohorts = 0 Year 3 or 3+ Cohorts = 7	Target Year 1 Cohorts = 0 Year 2 Cohorts = 1 Year 3 or 3+ Cohorts = 7	Target Year 1 Cohorts = 0 Year 2 Cohorts = 0 Year 3 or 3+ Cohorts = 8

5) Student Survey - Panorama Student Climate Survey (Replaced WestEd "California Healthy Kids Survey")	Key Indicators: School Engagements & support School Connectedness (high) Gr. 7=52% Gr.9=39% Gr.11=35% Academic Motivation (high) Gr. 7= 48% Gr.9=35% Gr.11=33% Caring Adult Relationships (high) Gr. 7=30% Gr.9=26% Gr.11=26% High Expectations (high) Gr. 7=52% Gr.9=49% Gr.11=39% Meaningful Participation (high) Gr. 7=16% Gr.9=13% Gr.11=14%	CHKS Key Indicators Targets School Connectedness (high) Gr. 7=53% Gr.9=42% Gr.11=36% Academic Motivation (high) Gr. 7= 49% Gr.9=36% Gr.11=34% Caring Adult Relationships (high) Gr. 7=31% Gr.9=27% Gr.11=27% High Expectations (high) Gr. 7=53% Gr.9=50% Gr.11=40% Meaningful Participation (high) Gr. 7=17% Gr.9=14% Gr.11=15%	VVUHSD will be using Panorama to administer the student school climate/safety surveys. Targets Student Climate Survey 1. School Connectedness (high) Gr. 7=65% Gr.9=50% Gr.11=47% 2. Academic Motivation (high) Gr. 7= 77% Gr.9=69% Gr.11=66% 3. High Expectations (high) Gr. 7=69% Gr.9=59% Gr.11=56%	VVUHSD will be using Panorama to administer the student school climate/safety surveys. 2019-2020 Targets 1. Climate of Support for Academic Learning - 70% 2. Safety - 69% 3. Knowledge and Fairness of Discipline, Rules and Norms - 60% 4. Sense of Belonging (School Connectedness) - 53%

6) Parent Survey - Panorama Family Survey (Replaced WestEd "California School Parent Survey")	Key Indicators: (agree/strongly agree) School is a safe place for my child. MS= 84% HS= 90% School has adults that really care about my child. MS=87% HS=85% School treats students with respect. MS=91% HS=87% Harassment or bullying of students (somewhat a problem, large problem). MS=37% HS=25%	California School Parent Survey Key Indicators Targets School is a safe place for my child. MS= 85% HS= 91% School has adults that really care about my child. MS=88% HS=86% School treats students with respect. MS=92% HS=88% Harassment or bullying of students (somewhat a problem, large problem). MS=36% HS=24%	VVUHSD will be using Panorama to administer the parent and family school climate/safety surveys. Targets 2018-2019 1. Support for Academic Learning - 89% 2. Student Fairness & Discipline - 87% 3. Sense of Belonging - 85% 4. Safety - 81%	VVUHSD will be using Panorama to administer the parent and family school climate/safety surveys. Targets 2019-2020 1. Climate of Support for Academic Learning - 93% 2. Sense of Belonging (School Connectedness) - 93% 3. Knowledge and Fairness of Discipline, Rules and Norms - 90% 4. Safety - 89%

7) Staff Survey - Panorama Staff Survey (Replaced WestEd "California School Staff Survey")	Key Indicators: Staff Working Environment Is a supportive and inviting place for staff to work? MS= 79% HS=88% Promotes trust and collegiality among staff. MS=65% HS=84% Promotes personnel participation in decision making. MS=79% HS=82% Key Indicators: Safety (agree/strongly agree) Is a safe place for staff? MS= 76% HS=93% Is a safe place for students? MS=82% HS=93% Has sufficient resources to create a safe campus? MS=44% HS=67%	CSSS Key Indicator Targets Is a supportive and inviting place for staff to work? MS= 80% HS=89% Promotes trust and collegiality among staff. MS=66% HS=85% Promotes personnel participation in decision making. MS=80% HS=83% Is a safe place for staff? MS= 78% HS=94% Is a safe place for students? MS=83% HS=94% Has sufficient resources to create a safe campus? MS=45% HS=68%	VVUHSD will be using Panorama to administer the staff school climate/safety surveys. Targets 2018-2019 1. Support for Academic Learning - 87% 2. Student Fairness & Discipline - 79% 3. Sense of Belonging - 68% 4. Safety - 54%	VVUHSD will be using Panorama to administer the staff school climate/safety surveys. Targets 2019-2020 1. Climate of Support for Academic Learning - 90% 2. Knowledge and Fairness of Discipline, Rules and Norms - 81% 3. Sense of Belonging (School Connectedness) - 73% 4. Safety - 61%
8) District Attendance Rate (Local Data)	2016-2017 - 95.12%	2017-2018 Target - 95.62%	Target - 98%	Target - 98%

9) District Annual Suspensions Rates (Dataquest)	New metric for 2017-2018	2016-2017 District 10.7% English Learners 9.8% Foster Youth 21.6% Homeless 10.3% Low Income 11.4% Special Needs 19.4% African American 18.6% Hispanic 8.1% Two/More Races 17.2% White 10.0%	2017-2018 Data Release Target District 7.7% English Learners 6.8% Foster Youth 18.3% Homeless 7.3% Low Income 8.4% Special Needs 16.4% African American 15.6% Hispanic 5.1% Two/More Races 14.2% White 7.0%	2018-2019 Data Release Target District 7.7% English Learners 5.8% Foster Youth 16.0% Homeless 12.0% Low Income 6.9% Special Needs 14.1% African American 15.0% Hispanic 5.1% Two/More Races 12.0% White 7.0%
10) Graduation Rate Indicator District-wide (California School Dashboard)	2015-2016 -82.8%	2016-2017 - Target 87.8%	Target TBD per the California School Dashboard Fall 2018 Release	2019-2020 Target 86.2 (California School Dashboard)
11) District Chronic Absenteeism Rate	2016-2017 (Local Data) 7.05%	2017-2018 (Local Data) Chronic Absenteeism Reduction Target 6.05%	2018-2019 (California School Dashboard) Chronic Absenteeism Reduction Target 12.5%	Chronic Absenteeism Reduction Target 12.5%

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
(Moved to 2018-19 Goal 3, Action/Services 3.1) Establish various Adhoc professional	(Moved from 2017-18 Goal 6, Action/Service 6.3) District divisions and schools sites will	(Moved from 2017-18 Goal 6, Action/Service 6.3) District divisions and schools sites will

development committees that empowers stakeholders in the planning, implementation and coordination of professional development opportunities. Provide extra duty for staff to attend committee meetings beyond the contractual day.	establish committees and conduct committee meetings to review and update protocols and procedures on an annual basis. Stakeholders will provide input to ensure equity and compliance for all federal, state and district policies.	establish committees and conduct committee meetings to review and update protocols and procedures on an annual basis. Stakeholders will provide input to ensure equity and compliance for all federal, state and district policies.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$0	$0
Source	N/A	N/A	N/A
Budget Reference	See 2017-18 Goal 1, Action/service 1.7	N/A	N/A

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
(Moved to 2018-19 Goal 3.2) Action/Service Maintain one central location to store information regarding professional development attendance that is easily accessible. (OMS). Provide consultants or other services to support staff professional development.	(Moved from 2017-18 Goal 6, Action/Service 6.2). Maximize use of the district website as an essential tool to communicate and provide resources to all stakeholders. Partnership with the SBCSS to institute BrightBytes as an Early Warning System provide real time data on at-risk students to counselors, teachers and site administration. Student groups will be dis-aggregated to monitor foster youth, homeless youth and English learners.	Maximize use of the district website as an essential tool to communicate and provide resources to all stakeholders. Explore the use of Early Warning System provide real time data on at-risk students to counselors, teachers and site administration. Student groups will be disaggregated to monitor foster youth, homeless youth, students with disabilities, and English learners.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$31,000.00	$15,000.00	$15,000.00
Source	Title II (District)	LCFF-SCG (At-Risk)	LCFFSCG (AtRisk)
Budget Reference	Resource 4035 Object 5808 Site License 5840 Mgmt LC05	Resource 0400 Object 5840 Mgmt LC05	Resource 0400 : Object 5840 : Mgmt LC05

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	New	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
(Moved to 2018-19 Goal 3, Action/Service 3.3) Provide professional development for counselors, teachers and administration (site and district) in areas that directly impact student achievement, effective data analysis, EL strategies, student wellness and alignment of district and site goals to the state priorities and indicators. Allow for consultants and conferences to provide expert professional development along with provide extra duty for staff to attend district designed professional development beyond the contractual day. Design a two day professional development program for certificated staff prior to the start of the school to reinforce best practices and curriculum alignment. Employ an evaluative inquiry process to monitor and guide district professional development.	Utilize team-building strategies district-wide during collaboration, meetings and classroom instruction to increase the positive attitudes towards learning and in the work place to promote the district shared belief that positive relationships foster success.	Utilize team-building strategies district-wide during collaboration, meetings and classroom instruction to increase the positive attitudes towards learning and in the work place to promote the district shared belief that positive relationships foster success.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$305,953.00	$0	$0
Source	Title I (District)	N/A	N/A
Budget Reference	Resource 3010 Certificated Extra Assign 1130 Benefits 3XXX Mgmt LCPR	N/A	N/A

Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	New	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
(Moved to 2018-19 Goal 2, Action/Service 2.10) Provide workshops/ professional development opportunities to certificated and classified staff enhance the practices, safety and security of our students and staff.	Explore and/or expand programs at school sites to include peer to peer student support.	Explore and/or expand programs at school sites to include peer to peer student support.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$44,367.00	$30,000.00	$30,000.00
Source	LCFF	Title I (District)	Title I (District)

Budget Reference	Resource 0400 Class. Instr. Aide Extra Duty 2130 Benefits 3XXX Certificated Subs 1140 Classified Aides Subs 2140 Campus Aide Subs 2245 Classified Office/Admin Sub 2440 Other Contracts 5808 Mgmt LC05	Resource 3010 Instructional Supplies 4310 Mgmt LC05	Resource 3010 Instructional Supplies 4310 Mgmt LC05

Action #5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
(Moved to 2018-19 Goal 3, Action/Service 3.4) Provide additional Professional Development and instructional support for teachers in ELA and Math by employing 2 District Coordinators.	(Moved from 2017-18 Goal 1, Action/Service 1.4) Ensure Foster Youth district liaison has adequate training, knowledge, and resources to carry out responsibilities (Ed. Code 48853.5) to reduce the effects of mobility for our foster youth. The district liaison will continue with professional development on homeless and foster youth as well as support/organize professional development for all district staff. The district liaison will maintain a database for foster youth and homeless youth contact information and coordinate with school site homeless liaisons.	(Moved from 2017-18 Goal 1, Action/Service 1.4) Ensure Foster Youth district liaison has adequate training, knowledge, and resources to carry out responsibilities (Ed. Code 48853.5) to reduce the effects of mobility for our foster youth. The district liaison will continue with professional development on homeless and foster youth as well as support/organize professional development for all district staff. The district liaison will maintain a database for foster youth and homeless youth contact information and coordinate with school site homeless liaisons.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	1. $64,088.00 2. $256,354.00	1. $5,000.00 2. $1,000.00	1. $5,000.00 2. $1,000.00
Source	1. Title II (District) 2. Title I (District)	1. LCFF-SCG (At-Risk) 2. Title I (District)	1. LCFF-SCG (At-Risk) 2. Title I (District)
Budget Reference	1. Resource 4035 Certificated Contract 1316 Benefits 3XXX Mgmt LC05 2. Resource 3010 Cerificated Contract 1316 Benefits 3XXX Mgmt LC05	1. Resource 0400 Conferences 5220 Mgmt LC05 2. Resource 3010 Office Supplies 4350 Mgmt LC05	1. Resource 0400 Conferences 5220 Mgmt LC05 2. Resource 3010 Office Supplies 4350 Mgmt LC05

Action #6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	**Location(s)**
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	**Scope of Services:**	**Location(s)**

English Learners, Foster Youth, Low Income	Schoolwide	Specific Schools, Adelanto HS, Silverado HS, Victor Valley HS, CIMS, Hook JH,

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Action/Service 5.6 was not included in the 2017-18 LCAP.	(Moved from 2017-18 Goal 1, Action/Service 1.13). Employ five intervention teachers to target student social-emotional well-being and reduce behavior incidents on campus of target groups (OCI). The Intervention teacher will also support PBIS by implementing strategies during small group support and school-wide initiatives. Revise job description and ensure position fidelity. School sites will implement an SEL curriculum to be used by the intervention teacher for additional support.	Employ intervention teachers to target student socialemotional wellbeing and reduce behavior incidents on campus of target groups (OCI). The Intervention teacher will also support PBIS by implementing strategies during small group support and schoolwide initiatives. Revise job description and ensure position fidelity. School sites will implement an SEL curriculum to be used by the intervention teacher for additional support.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	1. $657,298.00 2. $28,406.00	1. $462,896.00
Source	N/A	1. Title I (Site) 2. LCFF-SCG (EL)	1. Title I (Site)
Budget Reference	N/A	1. Resource 3010 Teacher Salaries 1110 Benefits 3XXX Mgmt LC01 2. Resource 0790 Teacher Salaries 1110 Benefits 3XXX Mgmt LC01	1. Resource 3010 : Teacher Salaries 1110, Benefits 3XXX : Mgmt LC01

Action #7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
All Students	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
		New

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	Based on potential funding resources, VVUHSD will explore hiring a Director of Comprehensive Student Support and Child Welfare & Attendance to review student suspension and expulsion data, administer all expulsion procedures, review inter and intra district transfers, coordinate/conduct attendance and suspension interventions, coordinate independent study programs, assist with GED program development, assist with foster youth support programs, McKinney Vento support programs, District Liaison for County Probation, 504 LEA Coordinator, student Title IX issues, supervise and provide support for district-

wide PBIS implementation, support a district parent engagement center, address OCR and disproportionality issues with targeted groups and collect/review a variety of data related to LCAP. The Director of Comprehensive Student Support (CWA) will review all district-wide data monthly, with a focus identifying the highest number of Ed Code infractions for the purpose creating and monitoring appropriate interventions. During the implementation of PBIS, data will be used to modify and employ behavior expectation standards at each school site as well as maintain an updated district-wide discipline matrix outlining interventions and restorative justice practices.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	$0
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

Action #8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	Schoolwide	Specific Schools, Silverado HS, Adelanto HS

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
		New

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	School sites will have the opportunity to use supplmentary funding to contract Licensed Family & Marriage Therapist for schools with suspension and expulsion data that indicates additional support and interventions are

	needed in the area of social-emotional learning.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	$69,680.00
Source	N/A	N/A	Tile I (Site)
Budget Reference	N/A	N/A	Resource 3010 : Other Contracted Services 5808 : LC05

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$15,421,787.00	17.65%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

The percentage by which, increased or improved services must increase, is estimated at 17.65% over the LCAP year. The Victor Valley Union High School District LCAP Goals, Action and Services recognizes the needs of these at-risk students that comprise approximately 83% of our student population based on socioeconomically disadvantaged data. The school sites support the LCAP goals by establishing their Single Plans for Student Achievement to align with the action and services and provide direct services. The district uses LCFF, and titled funds through the LCAP to support the school sites when implementing the actions and services such as supplemental instructional materials, career support staff, intervention teachers, intervention counselors, technology, contract college and career readiness support, parent engagement activities, support services targeting English Learners and Foster Youth, professional development, increased/extended learning opportunities (APEX online learning, Independent Study, summer school, etc) and academic enrichment such as college entrance exams prep, study trips and advanced placement tutorials. In addition, the district has allocated additional funding to continue the expansion of technology, increase targeted professional development for English Learners in instructional strategies and expanded student support for success through socio-emotional focus on PBIS, and other student wellness programs. All targeted

actions/services are geared to increase student academic achievement and school connectedness.

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$26,746,701.00	31.29%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

The percentage, by which services must be increased or improved, is estimated at 31.29% over the 2018-2019 LCAP year. Currently, the 2018-2019 LCAP reflects $5,449,505.00 of the district's LCFF-SCG which is 20% of the total grant. The Victor Valley Union High School District LCAP Goals, Action and Services recognize the need to support all unduplicated students with increased and improved services through all district services. The revision of the LCAP goals for 2018-19 plan and consolidate the types of services provided to unduplicated students.
-In Goal 1, the focus is on a comprehensive academic program with student achievement as the emphasis. The increased and improved services for unduplicated pupils are found in 11 of the 29 actions and services. The actions/services that directly impact academic achievement include:
• Supplementary intervention instructional materials (6,13)
• Revisions to instructional program materials to increase access for targeted students (7)
• Increased access to standards based adoptions and materials (9)
• Increased programs in CTE to ensure career readiness for all levels of learners (8)
• Improved use of technology with dedicated devices/equipment for intervention (11)
• Additional educational technology staff to support the increasing number for students needing learning technology support (14)
As for the support provided beyond classroom instruction, action and services include:
• The addition of intervention counselors and expanded support programs (1)
• An English learner Coordinator to ensure EL student support district wide (5)

• A focus on college and career readiness with increased college visits and career fair attendance (10)
• Increased focus on transition programs for our at-risk students (25)
• The training in, and use of, an attendance monitoring program to help reduce chronic absenteeism (23)
Action/Service 18 is an area identified specifically for special education students, but funding for the reinstatement of a workability counselor is funded by the supplementary and concentration grant money, due to the fact that prior to the S/C funding, this position was left unfilled. In total, the district has dedicated $4,294,506.00 in supplementary/concentration funding to accomplishing actions and services specifically targeting unduplicated pupils.

-In Goal 2, the focus is on safe learning environments with family engagement as the emphasis. The increased and improved services for unduplicated pupils are found in five of the eleven actions and services. The actions/services that directly impact parent and student engagement of targeted students include:
• A dedicated college and career guidance technician to help parents support students with college and career exploration (6)
• Parent centers with Family Engagement Liaisons to reach out to families of targeted students (7)
• Increased professional development to help staff serve our low income, foster youth, and homeless families and ensure they are receiving supplementary services (10)
• The employment of a Public Engagement Information Manager to increase district communication to our families about services available to them, to ensure we target our most fragile learners (5).
There are two action/services that are very specific to safety and were increased based on climate needs assessments provided during the 2017-2018 LCAP year.
• The district responded to the data by reconsidering the funding of probation officers on school campuses, and school resource officers, in order to provide on campus supports for at-risk students in areas including anger management, drug/alcohol abuse, and other social-emotional programs. Probation Officers and SROs conduct home visits for students who are chronically absent including homeless and foster youth.
• VVUHSD is addressing climate, student safety and student socioemotional areas of need, by implementing the use of Panorama. Panorama is a comprehensive support service that not only allows the district to collect data on SEL and safety, but allows teachers to use the data to address student needs at a classroom level. Action/service 1 provides a budget for the use of Panorama, and is paid for out of special education dis-proportionality funding, which was mandatory to be set aside by the district from S/C grant money, although the resource is labeled as special education. This data collection platform is for all families to ensure equity of services and support.
In total, the district has dedicated $992,609.00 in supplementary/concentration funding to accomplishing actions and services specifically targeting unduplicated pupils in goal 2.

-In Goal 4, the focus is on an effective implementation of district initiatives with increased student achievement as the emphasis. There is one

action/service that targets unduplicated students. Action/service 3 has dedicated $6,000.00 to increase school connectedness and to celebrate the achievements of our targeted students. This effort is to ensure students recognize the importance of personal growth and educational success as a contributor to increased academic achievement.

-In Goal 5, the focus is on student and wellness with support programs addressing student socioemotional needs as the emphasis. The increased and improved services for unduplicated pupils are found in three of the six actions and services. The actions/services that directly impact academic achievement include:
• Implementation of an early warning system to provide real time data on at-risk students to counselors, teachers and site administration. Student groups will be dis-aggregated to monitor foster youth, homeless youth and English learners (2)
• Identification and training of district and school site homeless and foster youth liaisons (5)
• Employment of school site intervention teachers to target student social-emotional well-being and reduce behavior incidents on campus of target groups (6)
In total, the district has dedicated $48,406.00 in supplementary/concentration funding to accomplishing actions and services specifically targeting unduplicated pupils in goal 5.

Additional information which is directly impacting the supplementary and concentration grant funding includes action and programs not directly listed as action/services in the 2018-2019 LCAP. Understanding our community and their unique needs, the supplementary and concentration grant money is being widely used to fund the following services:
-VVUHSD applied for, and received the approval, to provide all students in our district with free breakfast and lunch through the USDA Food and Nutrition Service Community Eligibility Program (CEP). This program will establish the unduplicated pupils for the 2018-2019 school year, in the area of low income, now identified as 100% of our student population. The achievement is anticipated to impact student achievement in a variety of areas such as college readiness and attendance rates.
- The District will provide transportation to all students who live within the district boundaries, but outside the district walking limitation, McKinney-Vento Students and Homeless students, and foster youth or other low income students who are unable to secure transportation to school. The district school bussing services, as well and public transportation, are funded by the district LCFF-SCG. The amount the district supplements the transportation program is approximately $3,842,021.00. This is not a current action/service for the 2018-2019 LCAP but is funded from SCG and comprises an additional 21% of the SCG. This service is extremely important to decrease chronic absenteeism and increase the attendance of homeless youth, foster youth and low income students, therefore increasing their academic achievement, by attending consistently and increasing their opportunity to graduate.
- The district supplements the nutritional services program for low income students by providing support staff and other resources which encourage

them to participate in the breakfast and lunch programs, helping to focus on learning rather than immediate needs, such as hunger. The supplementary LCFF-SCG funds include approximately $3,830.00 This is not a current action/service for the 2018-2019 LCAP but is funded from SCG.
- Instructional materials and supplies, beyond the $5,000.00 in the 2018-19 LCAP, for our low income students are purchased from LCFF-SCG in order to make sure every student has the tools needed to perform in class. Backpack, notebooks, paper, writing supplies, and more, are provided to target groups such as homeless and foster youth to help them succeed. Approximately $33,095.00 was spent on target groups in 2017-2018 and will be set aside again for the 2018-19 school year. This is not a specific action/service for the 2018-2019 LCAP but is funded from SCG. In addition, every new textbook adoption must include the appropriate materials to provide universal access for our at-risk/underperforming population and have supplemental materials for our English Learner population. This will require purchasing curriculum that has specialized components and may increase the cost of the materials beyond a traditionally base program. The district has committed SCG funding to ensure we meet the needs of the unduplicated students for access to standards based materials that meet their learning needs.
- LCFF-SCG is used to provide services to English Learners above Title III allocations. Specialized support courses are designed to increase EL student reclassification and academic achievement. Supplementary materials are purchased to ensure student access to core curriculum and well as provide targeted curriculum the special courses. In addition to the $154,747.00 in the current 2018-19 plan, LCFF-SCG funds are also allocated to support English Learners in the amount of $561,291.00 as salaries for an increased number of bilingual instructional assistants, stipends for site EL Coordinators at select school sites, contracted services such as Rosetta Stone, special transportation for EL student events, materials and supplies for the EL program office and EL classrooms.
- VVUHSD fully funds a robust and growing Career Technical Education program at six of the eight schools in the district though LCFF-SCG. This includes staff and supplies that are not covered by Perkins Funding or other CTE grants. The 2018-19 LCAP includes $815,688.00 to cover the costs of offering this supplementary program to ensure our low income and at-risk students have an opportunity to establish career goals, and even earn certification in a career, that will support them after high school.
The school sites support the LCAP goals by establishing Single Plans for Student Achievement, which align with the actions and services, and provide direct services. The school site SPSAs include similar actions and services utilizing site discretionary as well as categorical funding to provide increased and improved services such as: study trip transportation services, teacher credentialing support for middle school and high school CTE program expansion, supplemental instructional materials, career centers with support materials, intervention teachers, intervention counselors, technology, college and career readiness support for at-risk and Advanced Placement students, parent engagement activities, support services targeting English Learners and Foster Youth, professional development, increased/extended learning opportunities (APEX online learning, Independent Study, summer school, etc) and academic enrichment such as college entrance exam prep and advanced placement tutorials.
In addition, the school sites and district have allocated additional funding to continue the expansion of technology, increase targeted professional development for English Learners in instructional strategies, and expanded student support for success through socioemotional focus on PBIS, and other student wellness programs. All targeted actions/services are geared to increase student academic achievement and school connectedness.

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$29,140,112.00	31.78%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The percentage, by which services must be increased or improved, is estimated at 31.78 over the 2019-2020 LCAP year. Currently, the 2019-2020 LCAP reflects $7,637,490.00 of the district's LCFFSCG which is 26% of the total SCG. The Victor Valley Union High School District LCAP Goals, Action and Services recognize the need to support all unduplicated students with increased and improved services through all district services. The revision of the LCAP goals for 2019-2020 plan and consolidate the types of services provided to unduplicated students.

In Goal 1, the focus is on a comprehensive academic program with student achievement as the emphasis. The increased and improved services for unduplicated pupils are found in 14 of the 29 actions and services. The actions/services that directly impact academic achievement include:
• Supplementary intervention instructional materials (6,13)
• Revisions to instructional program materials to increase access for targeted student populations (7)
• Increased access to standards based adoptions and materials (9)
• Increased programs in CTE to ensure career readiness for all levels of learners (8)
• Improved use of technology with dedicated devices/equipment for intervention (11)
• Additional educational technology staff to support the increasing number for students needing learning technology support (14)
As for the support provided beyond classroom instruction, action and services include:
• The addition of intervention counselors and expanded support programs (1, 20)
• An English learner Coordinator to ensure EL student support district wide (5)
• A focus on college and career readiness with increased college visits and career fair attendance (10)

• Increased focus on transition programs for our at risk students (25)
• The training in, and use of, an attendance monitoring program to help reduce chronic absenteeism (23)
• Provide transportation for at risk student populations to help reduce chronic absenteeism and increase graduation rates. This service is extremely important to decrease chronic absenteeism and increase the attendance of homeless youth, foster youth and low income students, therefore increasing their academic achievement, by attending consistently and increasing their opportunity to graduate (29)
• Action/Service 18 is an area identified specifically for special education students, but funding for the reinstatement of a workability counselor is funded by the supplementary and concentration grant money, due to the fact that prior to the S/C funding, this position was left unfilled.
In total, the district has dedicated $5,849,433.00 in supplementary/concentration funding to accomplishing actions and services specifically targeting unduplicated pupils.

In Goal 2, the focus is on safe learning environments with family engagement as the emphasis. The increased and improved services for unduplicated pupils are found in 7 of the 12 actions and services. The actions/services that directly impact parent and student engagement of targeted students include:
• A dedicated college and career guidance technician to help parents support students with college and career exploration (6)
• Parent centers with Family Engagement Liaisons to reach out to families of targeted students (7)
• Increased professional development to help staff serve our low income, foster youth, and homeless families and ensure they are receiving supplementary services (10)
• The employment of a Public Engagement Information Manager to increase district communication to our families about services available to them, to ensure we target our most fragile learners (5).

There are two action/services that are very specific to safety and were increased based on climate needs assessments provided during the 2018-2019 LCAP year.
• The district responded to the data by reconsidering the funding of probation officers on school campuses, and school resource officers, in order to provide on campus supports for at risk students in areas including anger management, drug/alcohol abuse, and other socioemotional programs. Probation Officers and SROs conduct home visits for students who are chronically absent including homeless and foster youth (11).
• VVUHSD is addressing climate, student safety and student socioemotional areas of need, by implementing the use of Panorama. Panorama is a comprehensive support service that not only allows the district to collect data on SEL and safety, but allows teachers to use the data to address student needs at a classroom level. Action/service 1 provides a budget for the use of Panorama, and is paid for out of special education dis-proportionality funding, which was mandatory to be set aside by the district from S/C grant money, although the resource is labeled as special education. This data collection platform is for all families to ensure equity of services and support (1).

• Employ a board certified behavioral analyst to support students with disabilities at at-risk students in providing interventions and support (12)
In total, the district has dedicated $416,789.00 in supplementary/concentration funding to accomplishing actions and services specifically targeting unduplicated pupils in Goal 2.

In Goal 4, the focus is on an effective implementation of district initiatives with increased student achievement as the emphasis. There is one action/service that targets unduplicated students. Action/service 3 has dedicated $8,000.00 to increase school connectedness and to celebrate the achievements of our targeted students. This effort is to ensure students recognize the importance of personal growth and educational success as a contributor to increased academic achievement.

In Goal 5, the focus is on student and wellness with support programs addressing student socioemotional needs as the emphasis. The increased and improved services for unduplicated pupils are found in 4 of the 6 actions and services. The actions/services that directly impact academic achievement include:
• Implementation of an early warning system to provide real time data on at risk students to counselors, teachers and site administration. Student groups will be disaggregated to monitor foster youth, homeless youth and English learners (2)
• Identification and training of district and school site homeless and foster youth liaisons (5)
• Employment of school site intervention teachers to target student socioemotional well-being and reduce behavior incidents on campus of target groups (6)
• Employment of Director of Comprehensive Student Support and Child Welfare & Attendance to monitor, manage, and review all suspensions, expulsions, transfers, independent study programs, and foster youth support programs, and act as the District Liaison for County Probation and 504 LEA Coordinator (7) with the funding pending.
In total, until the district makes a decision regarding the Director of CSS/CWA, the district has dedicated $20,000.00 in supplementary/concentration funding to accomplishing actions and services specifically targeting unduplicated pupils in Goal 5.

Additional information which is directly impacting the supplementary and concentration grant funding includes action and programs not directly listed as action/services in the 2019-2020 LCAP. Understanding our community and their unique needs, the supplementary and concentration grant money is being widely used to fund the following services:
-VVUHSD applied for, and received the approval, to provide all students in our district with free breakfast and lunch through the USDA Food and Nutrition Service Community Eligibility Program (CEP). This program will establish the unduplicated pupils for the 2019-2020 school year, in the area of low income, now identified as 100% of our student population. The achievement is anticipated to impact student achievement in a variety of areas such as college readiness and attendance rates.

- Instructional materials and supplies, beyond the $44,806.00 in the 2019-2020 LCAP, for our homeless, foster and low income students are purchased from LCFFSCG in order to make sure every student has the tools needed to perform in class. Backpacks, notebooks, paper, writing supplies, and more, are provided to target groups such as homeless and foster youth to help them succeed. Approximately $43,501.00 was spent on target groups in 2018-2019 and will be set aside again for the 2019-2020 school year. This is not a specific action/service for the 2019-2020 LCAP but is funded from SCG. In addition, every new textbook adoption must include the appropriate materials to provide universal access for our at-risk/underperforming population and have supplemental materials for our English Learner population. This will require purchasing curriculum that has specialized components and may increase the cost of the materials beyond a traditionally base program. The district has committed SCG funding to ensure we meet the needs of the unduplicated students for access to standards based materials that meet their learning needs.
- LCFFSCG is used to provide services to English Learners above Title III allocations. Specialized support courses are designed to increase EL student reclassification and academic achievement. Supplementary materials are purchased to ensure student access to core curriculum and well as provide targeted curriculum the special courses. LCFFSCG funds are also allocated to support English Learners in the amount of $233,174.00 as salaries for an increased number of bilingual instructional assistants, stipends for site EL Coordinators at select school sites, contracted services such as Rosetta Stone, special transportation for EL student events, materials and supplies for the EL program office and EL classrooms.
- VVUHSD fully funds a robust and growing Career Technical Education program at all of the eight schools in the district though LCFFSCG. This includes staff and supplies that are not covered by Perkins Funding or other CTE grants. The 2019-2020 LCAP includes $814,688.00 to cover the costs of offering this supplementary program to ensure our low income and at-risk students have an opportunity to establish career goals, and even earn certification in a career, that will support them after high school.

Beyond the LCAP goals, actions and services, the supplementary and concentration grant (SCG) funding is used to continue to provide students a robust and well-rounded educational program. VVUHSD invests $1,511,480.00 in the increased instructional time through the use of targeted RtI through a variety of structures, including a support period at Hook Junior High and Victor Valley High built into the master schedule, that involves all teachers and students at the school site. RtI support structures exist at all school sites in the form of math and English support classes which equate to $544,826.00 of SCG funding. SCG funding in the amount of $2,282,432.00is provided to continue to fund supplementary program staff, class periods, and materials for the AVID program and the Advanced Placement program. SCG funding has been used to expand supplementary programs such as CTE and visual and performing arts accounting for $6,483,083.00 to revive these programs which had experienced a reduction in offerings prior to LCFF. Project Lead the Way is a supplementary career technical program, offered specifically at Cobalt Institute of Math and Science, whose base program funding is from SCG in the amount of $21,493.

SCG Funding has also allowed VVUHSD to explore new educational settings for students to provide for a smaller, personalized setting with specific educational goals. The first of these was a ground-breaking, themed school of choice called University Preparatory School. The district has invested

$3,946,942.00 to sustain this unique school of choice setting for students and families, to provide them a unique educational experience beyond the traditional secondary setting, serving grades seven through twelve. The success of University Preparatory School led to the investment of $3,431,064.00 of SCG funding to expand Cobalt Middle School to a school of choice as well, becoming Cobalt Institute of Math & Science and Lakeview Middle School expanding to Lakeview leadership Academy. Currently Cobalt Institute of Math & Science serves grades seven through twelve, and Lakeview Leadership academy serves grades seven through eleven, with grade 12 coming on board during 2020-2021. The use of SCG funding has provided additional staffing and base program materials to continue to support and expand the schools of choice in VVUHSD.

Personnel is also a method to increase and improve services. Since the introduce of the LCFF, VVUHSD has expanded staffing to provide four additional counselors to increase the number of general education counselors at Silverado High School, University Preparatory School, Cobalt Institute of Math & Science and Lakeview Leadership Academy. This accounts for $432,856.00 of SCG funding. Library technicians have been rehired at all school sites through SCG funding in the amount of $587,037.00. The district established a Central Enrollment program which includes extensive support services for foster youth and homeless youth. This center includes a manger who conducts specific outreach to the homeless liaisons at the school sites to identify homeless youth and ensure they receive the services they need to provide them with the tools to be successful in school. The district invests $253,615.00 in personnel and support services to meet the needs of this identified target group.

VVUHSD also invests $618,669.00 in SCG funding to continue to provide a robust and targeted support program for the English Learners. The program includes support classes and beyond the school day tutoring, and other services beyond what Title III funding provides. A secondary target group that encroaches significantly beyond state and federal funding is the supplemental transportation of special education students for work experience/life experience community based trips, as well as some home to school transportation. The encroachment amounts to $687,988.00 dollars.

The final area in which VVUHSD has invested supplemental and concentration grant funding is in the number of instructional minutes provided to our students during the school day. For the new instructional year, VVUHSD will invest in 5 additional student contact minutes by teachers, which will result in the cost of $701,137.00.

The school sites support the LCAP goals by establishing a Single Plan for Student Achievement, which aligns with the actions and services and provides direct services to students. The school site SPSAs include similar actions and services utilizing site discretionary as well as categorical funding to provide increased and improved services such as: study trip transportation services, teacher credentialing support for middle school and high school CTE program expansion, supplemental instructional materials, career centers with support materials, intervention teachers, intervention counselors, technology, college and career readiness support for at risk and Advanced Placement students, parent engagement activities, support services targeting English Learners and Foster Youth, professional development, increased/extended learning opportunities (APEX online learning,

Independent Study, summer school, etc) and academic enrichment such as college entrance exam prep and advanced placement tutorials. In addition, the school sites and district have allocated additional funding to continue the expansion of technology, increase targeted professional development for English Learners in instructional strategies, and expanded student support for success through socioemotional focus on PBIS, and other student wellness programs. All targeted actions/services are geared to increase student academic achievement and school connectedness.

In general, VVUHSD has identified $7,637,490.00 in supplemental and concentration grant funding in the goals, actions and services for the 2019-2020 LCAP, as well as invested $21,502,622.00 in supplemental programs, personnel and services as identified above.