Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2018-19

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 School District	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 2017-2018 school year. The second release of the California School Dashboard in fall of 2017 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 district-wide 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 Long-Term 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 collaborating, communication, creativity and critical thinking through the use of 21st century skills. Professional development in engagement strategies will provide increased school connectedness as measured by the Panorama Climate Survey and Student Socio-Emotional 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. (Goal 1, Action/service 1.1 & 1.9, Goal 2, Action/service 2.1 & 2.9, 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 system-wide, 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 correction, restorative justice practices, Multi-Tiered Systems of Support, Positive Behavior Intervention and Support, and mental health support used district-wide 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. 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 2.2 & 2.9, Goal 3, Action/service 3.3, Goal 4, Action/services 4.2)
• VVUHSD must continue to ensure that technology resources are integrated across the curriculum and are woven into the fabric of instruction. Teachers must learn to use the new blended approach to instruction many of the new textbook adoptions utilize. Students must use appropriate technology to access worldwide resources in order to become productive learners. They must be able to use technology in all of its forms to access and analyze information for content, relevancy and accuracy and

be able to present that information in a myriad of formats. To achieve this, we must ensure that all teachers have the skills and knowledge to deliver quality curriculum and instruction to meet the needs of all students. We must empower our educators and students to be ready for innovations in digital content creation, virtual collaboration, and mobile learning. With the advent of modern technology choices in education, we will need a robust infrastructure that supports high speed networks, usage of smart devices for mobile learning and our classrooms must use industry standard equipment, and tools including computers, digital media, smart devices, instructional applications, internet safety and classroom management software. (Goal 1, Action/services 1.11, 1.12 & 1.14, Goal 3, Action/service 3.3 and Goal 5, Action/service 5.2)

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, 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 Program has demonstrated a dramatic increase in the number of students enrolled in the program courses. The Coordinator of CTE has facilitated the re-design of career pathways to ensure more students will be able to complete pathway by graduation. The middle school programs have begun to incorporate CTE courses, from 0 offerings to 12 this year, and teachers are completing their designated credentials to increase offerings at the middle school level to ensure increased articulation to the high school CTE pathways. The only continuation school in the district also launched CE courses this school year. CTE teachers engaged in professional development to align their course with the state standards and CTE standards to submit them for A-G approval to support district A-G completion rate. Also, 9 single subject teachers are participating in the UCR Designated Subjects credential program to further expand our pathways and courses. We currently offer 41 different CTE courses with as many as 15 individual pathways at some high schools. As of 2017-2018, all CTE course have been A-G approved except for 2. Finally, the number of articulated high school courses with Victor Valley College has increased and we will be experiencing a major rise in the number of students receiving community college credit for the course by the end of the school year.
• Victor Valley Union High School District increased in the number of students enrolled in AP courses from 1,099 in 2015-2016 to 1,292 in 2016-2017. We currently have 1,655 students enrolled during the 2017-2018 school year. The district is ensuring the socio-economic difficulties of our community is not a barrier for students being able to attempt the A.P. 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 2015-2016 were 1,999, with 468 or 23% receiving a score of 3 or higher. The most current data reveals that the number of students taking an AP exam increased to 2,374 in 2016-2017. Of those tests taken, our pass rate (score of 3 or better) slightly declined from

27.9% to 24.3% but this is not of immediate concern due to the fact more students are attempting the exam and gaining the valuable experience of participating in a rigorous program of study in high school. VVUHSD and 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.
• Victor Valley Union High School District demonstrated an increase in English Language Arts and Mathematics districtwide on the SBAC in 2016-2017. Based on the data from the California School dashboard, ELA districtwide experienced a growth of +5.6 point towards level 3 (Standard Met) and Mathematics grew +9.6 points towards level three. One target group that has been a focus for VVUHSD is English Learners. This target group increased their performance significantly in the 2016-2017 school year with +27.2 points in ELA and +30.4 points in Math.
• Victor Valley Union High School District demonstrated an increase in the number of students demonstrating preparedness on the College and Career Indicator. The number of students in the "Prepared" category grew from 19.9% in 2015-2016 to 24.9% in 2016-2017. The future expectation is more students reaching prepared through district's focus on career pathway completers as well as the roll out during the 2017-2018 school year of the VVUHSD Dual Enrollment Program in conjunction with Victor Valley College. The high schools offered a total of 5 fall dual enrollment courses and 14 spring courses on school campuses. Students now have a greater opportunity to meet CCI Measure A by earning a high school diploma, completing a CTE pathway with a C- or better in a capstone course, and completing one semester of dual enrollment with a C- or better. They also have a greater opportunity to meet CCI Measure C by earning a high school diploma and completing two semesters of a dual enrollment course with a grade of C- or better.

Referring to the LCFF Evaluation Rubrics, 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 reported 2 schools in red (very high rate of suspension) for the data reporting year of 2016-2017. The district overall indicator is red (very high, 10.1% but maintained with a -0.4% decline). Dataquest indicates a suspension rate of 10.7% for 2016-2017 which is a slight decline of .6%.
• 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 Multi-Tiered 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 is employing Family Engagement Liaisons and creating 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 on disproportionally 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 advisory-like

period; for example at Victor Valley High School, they implemented “Jack Rabbit Support Time” (JST) during the 2017-2018 year to layer in more support for student success. (LCAP Goal 5)
2. The VVUHSD English Learner Progress indicator reported 2 schools in orange (medium progress) and 3 schools in yellow (high progress) and the overall student performance indicator for English learner Progress K-12 is orange signifying an area of need for additional support and focus on all English Learners in the district.
• In response to the data, VVUHSD is offered district-wide professional development in the area of quality teaching of English Learners (QTEL). They will continue with follow-up professional development for the 2018-19 school year. The Coordinator for English learners held monthly meetings with the school site EL coordinators for the first time 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 is in development for both EL students and RFEP students that will be completed quarterly to provide data and feedback on student progress and current interventions.(LCAP Goal 1, Goal 3)
3. The VVUHSD Graduation Rate indicator reported 1 school in red (low 73.3%, a significant decline of -8.3%) and 2 schools in orange (low 79.6% and 75.5%, both declining) for the data reporting year of 2015-2016. The district overall indicator is orange (low 78.4% and declined -4.5%) with all 9 target student groups in the low or very low category as well. The district high school adjusted 9-12 dropout rate is 5.9% for 2016-2017 which is currently higher than the state average of 2.4% and the county average of 2.6%. The dropout rate has risen from 5.7% in 2015-2016 which is a .2% increase.
• 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 Goodwill Education Center is also creating a plan to redesign their learning program to provide more flexibility and additional opportunities for students to earn credit towards graduation. In addition, t the adult education program expanded and doubled enrollment to recover adult students who may be 18 years of age but behind in credits towards graduation and need an alternate program to the continuation school setting. (LCAP Goal 1, Goal 3, and Goal 5)
4. The VVUHSD English Language Arts indicator reported 1 school in red (very low 78.4 points below level 3) and 1 school in orange (low 69.7 points below level 3) for the data reporting year of 2016-2017. The district overall indicator is yellow (low 37.1 points below level 3) but experienced a +5.6 point increase from the prior year. The LEA currently has 3 target student groups in the low or very low category as well, two or more races, white and students with disabilities respectively.
• VVUHSD will continue to provide high quality professional development in the implementation of the California State Standards though the use of rigorous curriculum design and curriculum advisory committees. There will be ongoing support in the implementation of the new 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 reported 1 school in red (very low 129.1 points below level 3 with negligible drop of -0.2%) and one school in orange (low 121.2 points below level 3 with an increase of +7.6 points) for the data reporting year of 2016-2017. The district overall indicator is yellow (low 82.7

points below level 3) but experienced a 9.6 point increase from the prior year. The LEA currently has 4 target student groups in the very low category English Learners, Students with Disabilities, African American, Tow or More Races. Although these target groups are in the very low category they either experienced an increase or significant increase from the year prior except for the two or more races category. The white student group experienced a decline of 8.4 points and moved into the low category in 2016-17.
• 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 rigorous curriculum design and a curriculum advisory committees. There will be ongoing support in the implementation of the new math standards-based textbook adoptions GoMath by Houghton Mifflin Harcourt and Carnegie Learning by Carnegie/ProLearning. Professional learning will be brought to the classroom level with the use of a middle school math coach (year 2.5) and high school math coach (year 2). 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 LCFF Evaluation Rubrics, 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 = Red, Very High Status of 10.1% and maintained -0.4%
• English Learner Progress = Orange, High Status of 77.5% and declined significantly -10.6%
• Graduation Rate = Orange, Low Status of 78.4% and declined -4.5%
• English Language Arts = Yellow, Low Status of 37.1 points below level 3 and increased by 5.6 points.
• Mathematics = Yellow, Low status of 82.7 points below level 3 and increased 9.6 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 district-wide performance level:
• The data does not highlight a significant performance gap in graduation rate district-wide. All groups performed at orange or red. This indicates a clear need for intervention district-wide for all student in reaching the goal of graduating on time and college and career ready.
• In English Language Arts, the target group of Students with Disabilities demonstrated a significant performance gap by falling into the orange category and averaging 136.1 points below level three. A second group that performed significantly lower is Foster Youth, who scored 98.8 points below level three, although they did not receive a color designation based on the dashboard.
• In Mathematics, the target group that scored two levels below district-wide proficiency is Two or More Races. The group is designated as red and scored 96.5 points below level three and declined by -8.4 points.
• Students who are English Learners, Foster Youth or Students with Disabilities are still performing below their counterparts but not at rates that are two or more performance standards difference. The only group that is performing two or more performance standards below are Two or More Races.

In response to the California School Dashboard, the Educational Services team scheduled collaboration conversation and planning sessions with each of the school sites to review the data and address areas of concern and significant performance gaps at each site. The tool used to analyze the data was the Strengths, Weakness, Opportunities and Threats (SWOT) form which guided the team to conduct an in-depth analysis of their Strengths, Weakness, Opportunities and Threats in regards to student academic achievement at each school. Each school will use the 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. School will participate in district-wide initiatives that support student learning such as PBIS, Professional Development, MTSS, EL/RFEP monitoring, etc. but also create site specific objectives to ensure specific site needs are being addressed.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved Services

• The district will continue with a strong focus on English Learners by continuing with district-wide professional development in the teaching and support for EL and RFEP students. The district will set a goal of 100% of the teaching staff trained in QTEL strategies as well as further use of the monitoring program to provide early and proper interventions. The district is designing new pathways for the variety of ELs and LTELs that are struggling and demonstrating a lack of progress, such as new courses with new support materials that better meet their needs. This will include additional training for highly effective teachers who have demonstrated a positive impact in their learning.
• The population of students identified as foster youth has grown in the high desert region and their needs are very specific in the areas of socio-emotional wellness. The district will continue with actively supporting teachers to make connections with our students through cultural proficiency and strategies to address their socio-emotional well-being. We will further implement the use of Panorama to address student needs down to a classroom level, which will help our staff address the concerns of low student achievement and growing behavioral issues within this target group.
• The district is committed to decreasing the counselor to student ratio and providing targeted training for Title I intervention counselors to increase the achievement of fragile and targeted student learners. School sites will also be working with their Intervention Support Teachers to design a program that supports students academically and emotionally when they become a disruption in the classroom and need to meet with an adult to help them develop skills to refocus and redirect their behaviors so they do not interfere with their learning.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	$140,674,599.00
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$10,640,213.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

The remaining $130,034,386.00 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.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	$112,564,538.00

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 1: Increase the number of students who graduate, on time, with viable college and career options.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 5, 6, 7, 8

Local Priorities: N/A

Annual Measurable Outcomes

Expected

#1
Graduation Rate Indicator District-wide
Baseline 2015-2016 (Cal. Sch.Dashboard) 82.8%
Expected 2017-2018: District Graduation Rate Target 87.8%

Actual

Graduation Rate Indicator District-wide - (California School Dashboard)
2016-2017
TBD

Expected	Actual
#2 Graduation Rate Indicator Hispanic Baseline 2015-2016 (Cal. Sch.Dashboard) 84.3% Expected 2017-2018: District Graduation Rate Target 86.3%%	Graduation Rate Indicator Hispanic - (California School Dashboard) 2016-2017 TBD
#3 Graduation Rate Indicator African American Baseline 2015-2016 (Cal. Sch.Dashboard) 76.3% Expected 2017-2018: District Graduation Rate Target 78.3%	#3 Graduation Rate Indicator African American - (California School Dashboard) 2016-2017 TBD
#4 Graduation Rate Indicator White Baseline 2015-2016 (Cal. Sch.Dashboard) 83.9% Expected 2017-2018: District Graduation Rate Target 85.9%	Graduation Rate Indicator White - (California School Dashboard) 2016-2017 TBD
#5 Graduation Rate Indicator English Learner Baseline 2015-2016 (Cal. Sch.Dashboard) 69.6% Expected 2017-2018: District Graduation Rate Target 71.6%	Graduation Rate Indicator English Learner - (California School Dashboard) 2016-2017 TBD

Expected	Actual
#6 Graduation Rate Indicator Special Needs Baseline 2015-2016 (Cal. Sch.Dashboard) 55.1% Expected 2017-2018: District Graduation Rate Target 59.1%	Graduation Rate Indicator Special Needs - (California School Dashboard) 2016-2017 TBD
#7 Graduation Rate Indicator Low Income/FY Baseline 2015-2016 (Cal. Sch.Dashboard) 82.2% Expected 2017-2018: District Graduation Rate Target 84.2%	Graduation Rate Indicator Low Income/FY - (California School Dashboard) 2016-2017 TBD

Expected

#8
CAASPP Proficiency English Language Arts District-wide - % Standard Met or Exceeded
SBAC ELA % Standard Met or Exceed
Baseline:
2015-2016 : (CAASPP)
Grade 7 32%
Grade 8 31%
Grade 11 45%

Expected 2017-18:
ELA Standard Met or Exceeded
Targets:
Grade 7 35%
Grade 8 34%
Grade 11 48%

Actual

CAASPP Proficiency English Language Arts District-wide - % Standard Met or Exceeded
SBAC 2016-20
Grade 7 36%
Grade 8 35%
Grade 11 48%

Expected	Actual
#9 CAASPP Proficiency Mathematics District-wide - % Standard Met or Exceeded SBAC ELA % Standard Met or Exceed Baseline: 2015-2016 : (CAASPP) Grade 7 18% Grade 8 14% Grade 11 17% Expected 2017-18: Math Standard Met or Exceeded Targets: Grade 7 21% Grade 8 17% Grade 11 20%	CAASPP Proficiency Math District-wide - % Standard Met or Exceeded SBAC 2016-2017 Grade 7 22% Grade 8 20% Grade 11 16%
#10 A-G Completion Rate % Baseline 2015-2016: (Dataquest) 26.5% Expected 2017-2018: 31.5%	A-G Completion Rate % (Dataquest) 2016-2017 15.9%

Expected	Actual
#11 District Attendance Rate - (Local Data) Baseline 2016-2017: 95.12% Expected 2017-2018: 95.62%	District Attendance Rate - (Local Data) 2017-2018 95.43%
#12 District Suspension Rate District-wide (Dataquest) Baseline 2014-2015: 14.5% Expected 2017-2018: 11.5%	District Suspension Rate District-wide (Dataquest) 2016-2017 10.7%
#13 District Expulsion Data (Local Data) Baseline 2016-2017: 81 Students Expected 2017-18: 73 Students	District Expulsion Data (Local Data) 2017-2018 87 Students
#14 CTE Enrollment - (Local Data) Baseline 2016-2017: 2,501 Students Expected 2017-2018: 2,551 Students	CTE Enrollment - (Local Data) 2017-2018 3,800 students enrolled

Expected	Actual
#15 AP Enrollment Baseline 2016-2017: 1,292 Students Expected 2017-2018: 1,318 Students	AP Enrollment (Local Data) 2016-2017 1,292 Students Enrolled
#16 AP Exam Pass Rate of 3+ (College Board) Baseline 2015-2016: 24% 3 or Better Exam Score Expected 2017-2018: 26%	AP Exam Pass Rate (College Board) 2016-17 24.3% 3 or better score on AP exams

Expected	Actual
#17 EAP Data (CAASPP) 2015-2016 SBAC Baseline: 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% EAP College Readiness Expected 2017-2018: 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%	EAP College Readiness Data 2016-2017 SBAC ELA Ready 16.44% ELA Conditionally Ready 31.79% ELA Not Yet/Not Ready 51.77% Math Ready 4.10% Math Conditionally Ready 12.30% Math Not Yet/Not Ready 8.60%
#18 District High School Dropout Rate - (Dataquest) Baseline 2015-2016: 21.1% Expected 2017-2018: 19.1%	District High School Dropout Rate - (Dataquest) 2016-2017 5.9%

Expected	Actual
#19 District Middle School Dropout Rate - (Dataquest) Baseline 2015-2016: 2% Expected 2017-2018: 0%	District Middle School Dropout Rate - (Dataquest) 2016-2017 1.98%
#20 CELDT Annual Data - (Dataquest) Baseline 2015-2016: 10% Advanced 10% Early Advanced 37% Intermediate 35% Early Intermediate 12% Beginning 6% Expected 2017-2018 Advanced 12% Early Advanced 39% Intermediate 36% Early Intermediate 8% Beginning 5%	CELDT Annual Data - Advanced (Dataquest) 2016-2017 Advanced 8% Early Advanced 37% Intermediate 35% Early Intermediate 13% Beginning 7%
#21 English Learner Reclassification Data (Local Data) Baseline 2016-2017: 57 Students Expected 2017-2018: 60 Students	English Learner Reclassification Data (Local Data) 2017-2018 149 Students

Expected	Actual
#22 D & F Grade Data (Local Data) Baseline 2016-2017: 7.2% of total grades issued Expected 2017-2018: 6.2% of total grades issued	D & F Grade Data (Local Data) 2017-18 10.6%
#23 Instructional Materials Data Baseline 2016-2017 (Local Data): Williams Report Board Approval January 19, 2017 Instructional Materials – No insufficiencies were observed. Expected 2017-2018: Maintain Instructional Materials Williams Report Status of “no insufficiencies observed.”	Instructional Materials Data 2017-2018 Williams Report Board Approval November 16, 2017 Instructional Materials – No insufficiencies were observed.

Expected	Actual
#24 Facilities Data 2016-2017 (Local Data) 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 Expected 2017-2018 • Extreme Deficiencies: None Observed • Good Repair Deficiencies: Reduce to two or less sections	Facilities Data 2016-2017 (Local Data) Williams Report Board Approved November 16, 2017 •Extreme Deficiencies: Section 7: Emergency Exit Sign Repair •Good Repair Deficiencies: Section 7: Fire extinguisher out of date, wheel chair lift repair Section 8: Lights missing or not working Section 10: Two drinking fountains turned off Section 11: Electric hand dryer broken
#25 Teacher Assignment Data 2015-2016 (Local Data) Williams Report Board Approval July 20, 2016 • No Findings Expected 2017-2018 • No Findings	Teacher Assignment Data 2017-18 (Local Data) Williams Report Board Approval April 12, 2018 • No Findings
#26 Classroom Observation Data (260+) Baseline 2016-2017 (Local Data): Evidence Based Written and Oral Work:	No data available - metric not used for data collection for 2017-2018.

Expected	Actual
• Observed 43.4% • Not Observed 37.1% • Not Applicable 19.5% Use of Expository Texts: • Observed 20.1% • Not Observed 47.7% • Not Applicable 32.2% Use of Close Reading Strategies: • Observed 9.2% • Not Observed 52.5% • Not Applicable 38.3% Use of Higher Level Questioning: • Observed 5.8% • Not Observed 73.4% • Not Applicable 20.8% Evidence of the Standards of Mathematical Practice: • Observed 7.1% • Not Observed 18.4% • Not Applicable 74.4% Use of Multiple Representations in Mathematics: • Observed 4.9% • Not Observed 19.9% • Not Applicable 75.3% Classroom Observations of target Instructional Strategies increase by 5% 2017-2018: Evidence Based Written and Oral Work: • Observed 48.4%	

Expected	Actual
• Not Observed 32.1% • Not Applicable N/A Use of Expository Texts: • Observed 25.1% • Not Observed 42.7% • Not Applicable N/A Use of Close Reading Strategies: • Observed 14.2% • Not Observed 47.5% • Not Applicable N/A Use of Higher Level Questioning: • Observed 10.8% • Not Observed 68.4% • Not Applicable N/A Evidence of the Standards of Mathematical Practice: • Observed 12.1% • Not Observed 13.4% • Not Applicable N/A Use of Multiple Representations in Mathematics: • Observed 9.9% • Not Observed 14.9% • Not Applicable N/A	

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 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.	VVUHSD employed 5 Intervention counselors at Victor Valley High School, Silverado High School, Adelanto High School, Hook Junior High School, and Lakeview Leadership Academy. The intervention counselor at Cobalt Institute of Math and Science was moved from Title I funding to LCFF funding to provide increased counseling services to the students at CIMS as well as create equity with the other school of choice, University Prep, who has the same enrollment and was funded two LCFF counselors for the 2017-2018 school year.	Amount 1. $139,736 2. $517,180 3. $25,797 Source 1. LCFF 2. Title I (Site) 3. EIA/LEP 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. $108,954.00 Resource 0400 Counselor Salary 1210 $39,306.00 Benefits 3XXX Mgmt LC01 2. $381,904.00 Resource 3010 Counselor Salary 1210 $169,025.00 Benefits 3XXX Mgmt LC01 3. $18,106.00 Resource 0790 Counselor Salary 1210 $9,195.00 Benefits 3XXX Mgmt LC01 Site Funded

Action 2

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

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.	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. In addition, school co-curricular and extra-curricular items such as athletes shoes, prom tickets, yearbooks, Gradnite tickets, etc. were purchased to increase school connectedness and provide motivation to attend school regularly. Counselors monitored who received the items, and under what expectations the items were provided.	Amount 1. $13,000.00 2. $14,000.00 Source 1. LCFF 2. Title I (District) Budget Reference 1. Resource 0400 Other Services 5886 Mgmt LCLI 2. Resource 3010 Instructional supplies 4310 Mgmt LCLI	1. $0 Resource 0400 Other Services 5886 Mgmt LCLI 2. $0 Resource 3010 Instructional supplies 4310 Mgmt LCLI 3. $1,961.00 Instructional supplies 4310 Mgmt LCFY 1. $3,293.00 Resource 3010 Other Services 5886 Mgmt LCFY

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 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.	The school sites provided credit recovery through two online programs, APEX and GradPoint. At-Promise 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.	Amount $102,401.00 Source Title I (Site) Budget Reference Resource 3010 Other Services 5840 Mgmt LC01 Site Funds	$139,571.00 Resource 3010 Contract 5808 Other Services 5840 Mgmt LC01

Action 4

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

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 plan is to expand the "Hope Chest" for each school site in the 2018-2019 school year.	Amount 1. $10,000.00 2. $30,000.00 Source 1. Title I (District) 2. Title II (District) Budget Reference 1. Resource 3010 Object 4350 Mgmt LCFY 2. Resource 4035 Object 5220 Mgmt LCFY	1. $0 Resource 3010 Object 4350 Mgmt LCFY 2. $0 Resource 4035 Object 5220 Mgmt LCFY 3.$323.00 Resource 0400 Object 5220 Mgmt LCFY

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.	VVUUHSD employed a Coordinator of English Learner Programs during the 2017-2018 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.	Amount 1. $65,422.00 2. $65,425.00 3. $32,711.00 Source 1. Title I (District) 2. Title III (District) 3. EIA/LEP (District) 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. $52,794.00 Resource 3010 Cert. Supervisor Contract 1316 $16,989.00 Benefits 3XXX Mgmt LCEL 2.$52,794.00 Resource 4203 Cert. Supervisor Contract 1316 $16,898.00 Benefits 3XXX Mgmt LCEL 3. $26,397.00 Resource 0790 Cert. Supervisor Contract 1316 $8,495.00 Benefits 3XXX Mgmt LCEL

Action 6

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

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.	Due to the change in Assessment Reclassification criteria, we were unable to 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. According to district local data, 149 English Learners have been reclassified during the 2017-2018 school year, which is an increase of 92 students.	Amount 1. $8,000.00 2. $7,218.00 3. 14,360.00 Source 1. LCFF 2. Title III (District) 3. EIA/LEP (Site) 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. $0 Resource 0400 Instructional Supplies 4310 Mgmt LCEL 2. $7,3530.00 Resource 4203 Instructional Supplies 4310 Refreshment 4331 Other Services 5886 Mgmt LCEL 3. $0 Resource 0790 Certificated Stipend 1950 Benefits 3XXX Mgmt LC01

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 and revise	VVUHSD successfully designed and implemented five Curriculum Advisory Boards	Amount 1. $49,050.00 2. $17,946.00	1. $35,103.00 Resource 3010 Extra Duty Certificated 1130

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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 teachers to serve on district Curriculum Advisory Boards in all subject areas to support curricular decision making.	(CABs - ELA, Math, HSS, Sci and CTE) to ensure teacher input and support for curricular decision-making and course offerings. This is an increase of 3. All six ELA grade levels met numerous times throughout the year to refine their pacing guides, refine Rigorous Curriculum Design Units of Study, and align novel list and RCD units vertically and horizontally across grade levels and sites. Teachers at each site were also involved in Lesson Study. English Language Arts teachers met a total of 10 days for the new implementation of the English Language Arts adoption MyPerspectives. Integrated Math I, II, and III worked on creating and revising RCD pacing guides and units during the school day. In addition, special education math teachers redesigned Integrated Math courses for our moderate to severe student program.	Source 1. Title I (District) 2. Title II (District) Budget Reference 1. Resource 3010 Extra Duty Certificated 1130 Benefits 3XXX Mgmt LC01 2. Resource 4035 Certificated Subs 1140 Benefits 3XXX Mgmt LC01	$9,454.00 Benefits 3XXX Mgmt LC01 2.$24,253.00 Resource 4035 Certificated Subs 1140 $3,895.00 Benefits 3XXX Mgmt LC01

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	Several AP teachers and CTE teacher teams also met for collaboration at the district office.		

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.	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 2018-2019 school year.	Amount $395,867.00 Source General Fund Budget Reference Resource 0965 Instructional Supplies 4310 Equipment 4410 Dues/Memberships 5300 Rentals 5613 Maintenance Agreements 5640 Other Services 5886 Mgmt LCOP	$707,240.00 Teacher salaries 1XXX Benefits 3XXX Resource 0965 Instructional Supplies 4310 Equipment 4410 Dues/Memberships 5300 Rentals 5613 Maintenance Agreements 5640 Other Services 5886 Mgmt LCOP

Action 9

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 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.	Amount $2,610,036.00 Source LCFF Budget Reference Resource 0000 Textbooks 4110 Other Services 5840 Mgmt LC01	$0 Resource 0000 Textbooks 4110 Other Services 5840 Mgmt LC01 $1,999.00 Resource 3010 Textbooks 4110 Mgmt LC01 $244,558.00 Resource 0400 Textbooks 4110 Other Services 5840 Mgmt LC01

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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 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. As an example, Lakeview L.A. continued using The Leader in Me program to guide activities; and AVID strategies were employed in nearly all classes. Victor Valley High School also planned the development of and training for 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. and materials were purchased for school sites as needed. VVUHSD continued to use the National Student Clearing House	Amount 1. $32,000.00 2. $1,700.00 Source 1. Title I (District) 2. General Fund (Ed Services) 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.$9,112.00 Resource 3010 Instructional Materials 4310 Comp/ Software & Related Expenses 4340 Other Services 5XXX Mgmt LC01 2. $1,700.00 Resource 0400 Other Services 5840 Mgmt LC01

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

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.	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.	Amount 1. $200,000.00 2. $50,000.00 Source 1. LCFF 2. Title I (District) 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. $288,323.00 Resource 0400 Computer/Tech \Related Services 5840 Technology Improvements 6140 Computers & Other Hardware 4440 Mgmt LC01 2.$0 Resource 3010 Comp Related Expenses 4340 Computers & Other Hardware 4440 Mgmt LC01

Action 12

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

Purchase devices for student use in the classroom for instruction and assessment reducing the device to student ratio to 1 to 1 (1:1).	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 Chromebook carts and Thinkpads. Currently, Goodwill High School is the first school to have a one to one ratio for student devices. The challenge has been to replace 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.	Amount $100,000.00 Source LCFF Budget Reference Resource 0400 Comp Related Expenses 4340 Computers & Other Hardware 4440 Mgmt LC01	$969,179.00 Resource 3010 Comp Related Expenses 4340 Computers & Other Hardware 4440 Mgmt LC01 $0 Resource 0400 Comp Related Expenses 4340 Computers & Other Hardware 4440 Mgmt LC01

Action 13

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

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.	VVUHSD employed five FTE Intervention Teachers at Lakeview L.A., 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.	Amount 1. $523,886.00 2. $25,850.00 Source 1. Title I (Site) 2. EIA/LEP Budget Reference 1. Resource 3010 Teacher Salaries 1110 Benefits 3XXX Mgmt LC01 2. Resource 0790 Teacher Salaries 1110 Benefits 3XXX Mgmt LC01 Site Funds	1. $450,520.00 Resource 3010 Teacher Salaries 1110 $172,634.00 Benefits 3XXX Mgmt LC01 2. $20,237.00 Resource 0790 Teacher Salaries 1110 $7,197.00 Benefits 3XXX Mgmt LC01 Site Funds

Action 14

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

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.	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.	Amount $52,712.00 Source Title II (District) Budget Reference Resource 4035 Counselor Extra Assignment 1230 Benefits 3XXX Mgmt LCPR Resource 4035 Travel & Conf 5220 Mgmt LC01	$0 Resource 4035 Counselor Extra Assignment 1230 Benefits 3XXX Mgmt LCPR $587.00 Resource 4035 Travel & Conf 5220 Mgmt LC01

Action 15

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

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 2017-2018 school year, the budget for LCAP funds designated were not spent. The funds will be reserved and reallocated in the 2018-2019 plan and materials are anticipated to be purchased.	Amount $20,000.00 Source LCFF Budget Reference Resource 0400 Instructional Materials 4310 Mgmt LC01	$0 Resource 0400 Instructional Materials 4310 Mgmt LC01

Action 16

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

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.	VVUHSD employed two full time technology specialists for the 2017-2018 school year. The prior year there were vacancies and this impacted service. This year, the number of completed support service calls for staff tripled and the use of technology in the classroom increased as well.	Amount $226,293.00 Source LCFF Budget Reference Resource 0400 Classified Salary 2213 Benefits 3XXX Mgmt LC01	$141,683.00 Resource 0400 Classified Salary 2213 $68,369.00 Benefits 3XXX Mgmt LC01

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 increase of staff for action/service 13 and the movement of an intervention counselor to the general fund in action/service 1. 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 and redesign supports for English Learners. The data provided by the California School Dashboard demonstrates a significant gap between the expected and actual performance of R-FEP students. Although the English Learner student group increased achievement based on CAASPP data, the target groupis performing below the district average as well as other target groups in areas including academic achievement, graduation rate and dropout rate. The district did not provide enough focus on target groups such as students with disabilities and will add this to the 2018-2019 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. A new Action was added as Action/Service 4 and 2017-18 Action/Service 1.4 was moved to Goal 5, Action 5 (see list below). Two additional new actions were added based on the district strategic plan, third year implementation activities: Action/Service 28 and 29.
As explained in the stakeholder section about the consolidation of the original 8 Goals to 5 Goals, the following actions and services were moved:
-2017-18 Goal 1, Action/Service 1.4 moved to Goal 5, Action/Service 5.
-2017-18 Goal 1, Action/Service 1.13 moved to Goal 5, Action/Service 6.
-2017-18 Goal 1, Action/Service 1.14 moved to Goal 3, Action/Service 5.
-2017-18 Goal 3, Action/Service 3.1 moved to Goal 1, Action/Service 15
-2017-18 Goal 3, Action/Service 3.2 moved to Goal 1, Action/Service 16.
-2017-18 Goal 3, Action/Service 3.3 moved to Goal 1, Action/Service 17.
-2017-18 Goal 3, Action/Service 3.4 moved to Goal 1, Action/Service 18.
-2017-18 Goal 4, Action/Service 4.1 moved to Goal 1, Action/Service 19.
-2017-18 Goal 4, Action/Service 4.4 moved to Goal 1, Action/Service 20.
-2017-18 Goal 4, Action/Service 4.5 moved to Goal 1, Action/Service 21.
-2017-18 Goal 4, Action/Service 4.6 moved to Goal 1, Action/Service 22.
-2017-18 Goal 4, Action/Service 4.7 moved to Goal 1, Action/Service 23.
-2017-18 Goal 4, Action/Service 4.8 and 2017-18 Goal 7, Action/Service 7.2 were combined to make 2018-19 Goal 1, Action/Service 24.
-2017-18 Goal 4, Action/Service 4.9 moved to Goal 1, Action/Service 25.
-2017-18 Goal 4, Action/Service 4.10 moved to Goal 1, Action/Service 26.
-2017-18 Goal 4, Action/Service 4.11 moved to Goal 1, Action/Service 27.
The metrics in Goal 1 have been re-evaluated to ensure monitoring of the areas of identified need. The following EAMOs will be added: ELPAC and California School Dashboard College and Career Indicator. The following EAMOs will be removed: Williams Instructional Materials data, Williams Facilities data, Williams Teacher Assignment data and Local Classroom Observation data. When reviewing the data throughout the year, the stakeholders agreed, in our plan, we had multiple areas of repeating data. They believed once we merged our goals and re-organized the actions for the 2018-2019 LCAP, the metrics should align to match the goal the metric best evaluated.

The final decision to merge our goals, re-align our metrics and consolidate our actions was was based upon analysis and the current data by stakeholder groups and the LCAP Advisory Committee.

Goal 2

Goal 2: Develop a family engagement and support program to educate families, parents and guardians about students' post-graduation options. (SP)

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 District-wide - (California School Dashboard) Baseline 2015-2016: 82.8% Expected 2017-2018: 87.8%	Graduation Rate Indicator District-wide - (California School Dashboard) 2016-2017 TBD
#2 Graduation Rate Hispanic - (California School Dashboard) Baseline 2015-2016: 84.3% Expected 2017-2018: 86.3%	Graduation Rate Hispanic - (California School Dashboard) 2016-2017 TBD

Expected	Actual
#3 Graduation Rate African American - (California School Dashboard) Baseline 2015-2016: 76.3% Expected 2017-2018: 78.3%	Graduation Rate African American - (California School Dashboard) 2016-2017 TBD
#4 Graduation Rate White - (California School Dashboard) Baseline 2015-2016: 83.9% Expected 2017-2018: 85.9%	Graduation Rate White - (California School Dashboard) 2016-2017 TBD
#5 Graduation Rate English Learner - (California School Dashboard) Baseline 2015-2016: 69.6% Expected 2017-2018: 71.6%	Graduation Rate English Learner - (California School Dashboard) 2016-2017 TBD
#6 Graduation Rate Special Needs - (California School Dashboard) Baseline 2015-2016: 55.1% Expected 2017-2018: 59.1%	Graduation Rate Special Needs - (California School Dashboard) 2016-2017 TBD

Expected	Actual
#7 Graduation Rate Low Income/FY - (California School Dashboard) Baseline 2015-2016: 82.2% Expected 2017-2018: 84.2%	Graduation Rate Low Income/FY - (California School Dashboard) 2016-2017 TBD
#8 CAASPP Proficiency English Language Arts District-wide - % Standard Met or Exceeded SBAC ELA % Standard Met or Exceed Baseline: 2015-2016 : (CAASPP) Grade 7 32% Grade 8 31% Grade 11 45% Expected 2017-18: ELA Standard Met or Exceeded Targets: Grade 7 35% Grade 8 34% Grade 11 48%	CAASPP Proficiency English Language Arts District-wide - % Standard Met or Exceeded SBAC 2016-20 Grade 7 36% Grade 8 35% Grade 11 48%

Expected	Actual
#9 CAASPP Proficiency Mathematics District-wide - % Standard Met or Exceeded SBAC ELA % Standard Met or Exceed Baseline: 2015-2016 : (CAASPP) Grade 7 18% Grade 8 14% Grade 11 17% Expected 2017-18: Math Standard Met or Exceeded Targets: Grade 7 21% Grade 8 17% Grade 11 20%	CAASPP Proficiency Math District-wide - % Standard Met or Exceeded SBAC 2016-2017 Grade 7 22% Grade 8 20% Grade 11 16%
#10 A-G Completion Rate % Baseline 2015-2016: (Dataquest) 26.5% Expected 2017-18: 31.5%	A-G Completion Rate % (Dataquest) 2016-17 15.9%

Expected	Actual
#11 District Attendance Rate - (Local Data) Baseline 2016-2017: 95.12% Expected 2017-18: 95.62%	District Attendance Rate - (Local Data) 2017-2018 95.43%
#12 District Suspension Rate District-wide (Dataquest) Baseline 2014-2015: 14.5% Expected 2017-18: 11.5%	District Suspension Rate District-wide (California School Dashboard) 2016-17 10.7%
#13 District Expulsion Data (Local Data) Baseline 2016-2017: 81 Students Expected 2017-18: 73 Students	District Expulsion Data (Local Data) 2017-2018 87 Students
#14 AP Enrollment Baseline 2016-2017: 1,292 Students Expected 2017-2018: 1,318 Students	AP Enrollment (Local Data) 2016-2017 1,292

Expected	Actual
#15 AP Exam Pass Rate of 3+ (College Board) Baseline 2015-2016: 24% 3 or Better Exam Score Expected 2017-2018: 26%	AP Exam Pass Rate (College Board) 2016-17 24.3% 3 or Better Exam Score
#16 EAP Data 2015-2016 (CAASPP) Baseline: 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% EAP College Readiness Data Expected 2017-2018: 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%	EAP College Readiness Data 2016-2017 SBAC ELA Ready 16.44% ELA Conditionally Ready 31.79% ELA Not Yet/Not Ready 51.77% Math Ready 4.10% Math Conditionally Ready 12.30% Math Not Yet/Not Ready 8.60%

Expected	Actual
#17 CELDT Annual Data - Advanced (Dataquest) Baseline 2015-2016: 10% Expected 2017-2018: 12%	CELDT Annual Data - Advanced (Dataquest) 2016-2017 8%
#18 D & F Grade Data (Local Data) Baseline 2015-2016: 7.2% of total grades issued Expected 2017-2018: 6.2% of total grades issued	D & F Grade Data (Local Data) 2017-18 10.6%
#19 District Chronic Absenteeism Rate (Local Data) Baseline 2016-2017 7.05% Expected 2017-2018 6.05%	District Chronic Absenteeism Rate Indicator (California School Dashboard) 2016-2017 (New Baseline) 14.5%
#20 English Learner Reclassification Data (Local Data) Baseline 2016-2017: 57 Students Expected 2017-2018: 60 Students	English Learner Reclassification Data (Local Data) 2017-2018 149 Students

Expected

#21
OMS Parent Attendance Data – (Local Data- OMS)
Baseline: 2016-2017
449 Parent/Guardian Attendees
Expected Parent Attendance Target 2017-2018: 472

Actual

Parent Attendance (Local Data - OMS)
2017-2018
1,275 Parent/Guardian Attendees

Expected

#22
California School Parent Survey: Key Indicators Academic Success
Baseline 2016-2017
Promotes academic success for all students:
Strongly Agree/Agree 89%
Promotes student respect:
Strongly Agree/Agree 88%
Clear Communication:
Strongly Agree/Agree 94%
Parent input:
Strongly Agree/Agree 84%
Schools are clean and well maintained:
Strongly Agree/Agree 88%

Expected 2017-2018
Promotes academic success for all students:
Strongly Agree/Agree 90%
Promotes student respect:
Strongly Agree/Agree 89%
Clear Communication:
Strongly Agree/Agree 95%
Parent input:
Strongly Agree/Agree 85%
Schools are clean and well maintained:
Strongly Agree/Agree 89%

Actual

Panorama Education 2017-2018
Family Feedback Survey- Climate of Support for Academic Learning
High expectations for all students:
Strongly Agree/Agree 88%
Clearly informs students of school rules:
Strongly Agree/Agree 90%
Welcome to participate:
Strongly Agree/Agree 87%
Safe on school grounds
Strongly Agree/Agree 87%

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 through a survey or research annually.	VVUHSD evaluated the WestEd CHKS, CSPS and CSSS surveys and felt an additional component was needed to help support the direction of professional development and staff support. The district chose to use contract with Panorama Education which provides the same climate and safety surveys but also helps the district identify the most needed socioemotional skills our students may lack or need support in by our staff. Panorama provides a "playbook" and allows analysis by teachers down to a classroom, individual student level, to allow our district to customize support for teachers and students. VVUHSD also worked with Hanover research to conduct an analysis of our English Learner Program to make future program adjustments.	Amount $45,000 Source LCFF Budget Reference Resource 0400 Other services 5808 Mgmt LC02	$0 Resource 0400 Other services 5808 Mgmt LC02 $32,000.00 Resource 3312 Other services 5808 Mgmt 0000

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 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.	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	Amount 1. $16,000 2. N/A Source 1. LCFF 2. Title III (District) Budget Reference 1. Resource 0400 Travel & Conference 5520 Other Services 5808 Parent Training 5886 Mgmt LC02 2. See Goal 1, Action/service 1.6	1. 345.00 Resource 0400 Travel & Conference 5520 Other Services 5808 Parent Training 5886 Mgmt LC02 2. $4,500.00 Resource 3010 Contract Services 5808 Site SHS Mgmt PARE 2. $9,000 Resource 0790 Contract Services 5808 Site SHS Mgmt 0000 3. $9,000 Resource 0790 Contract Services 5808 Site AHS Mgmt 0000 4. $4,0000.00 Resource 3010 Contract Services 5808 Site AHS Mgmt PARE 5. $10,500

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
			Resource 3010 Contract Services 5808 Site VHS Mgmt LC02

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. Schools will ensure an emphasis 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. In September, the EL Program coordinated a trip for female students and their parent/guardians to attend the Fourth Annual High Desert Latina Summit. College trips included campuses such as Victor Valley College, Cal State	Amount $5,000.00 Source Title I (District) Budget Reference Resource 3010 District Transportation 5720 Admission Fees 5886 Mgmt LC02	$935.00 Resource 3010 District Transportation 5720 Admission Fees 5886 Mgmt LC02

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	Fullerton, Cal Poly Pomona, UC Riverside, UC Irvine, Pasadena City College, UCLA and more. 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.		

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. Provide translation.	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.	Amount $5,000.00 Source Title I Budget Reference Resource 3010 Interpretation 2211 Benefits 3XXX Mgmt LCPI	$0 Resource 3010 Interpretation 2211 Benefits 3XXX Mgmt LCPI $1,499.00 Resource 3010 Interpretation 2211 $171.00 Benefits 3XXX Mgmt LC02

Action 5

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

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.	We currently continued to only employ three Career Technicians that are shared between the comprehensive high schools and parent choice schools including our continuation school. We were unable to provide a career technician at each school due to budgetary constraints. There is a plan to expand the number to four for the following year.	Amount $258,073.00 Source LCFF Budget Reference Resource 0400 Classified Salary 2410 Benefits 3XXX Mgmt LC02	$181,583.00 Resource 0400 Classified Salary 2410 $82,498.00 Benefits 3XXX Mgmt LC02

Action 6

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

As school sites determine their college counseling needs, they will integrate the use of Destination College Advisors as part of their SPSA.	During the 2017-2018 school year, the Destination College Program through UC Regent stopped services to the Southern California area. Two school sites, Cobalt Institute of Math & Science and University Preparatory, used available funding to hire two consultants to provide college counseling and supports for students similar to the services provided by Destination College.	Amount $96,000.00 Source Title I (Site) Budget Reference Resource 3010 Other Services 5808 Mgmt LC02 Site Budgets	$56,440.00 Resource 3010 Other Services 5808 Mgmt LC02

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, parent attendance monitoring using OMS, and provide events to help parents navigate the school system.	Parent Centers were instituted at 6 of the school 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".	Amount 1. $233,225.00 2. $45,847.00 Source 1. Title I (Site) 2. EIA/LEP (Site) Budget Reference Resource 3010 Classified Salary 2950 Benefits 3XXX Mgmt LC02 Resource 0790 Classified Salary 2950 Benefits 3XXX Mgmt LC02 *Site Funds	$243,741.00 Resource 3010 Classified Salary 2950 Benefits 3XXX Mgmt LC02 $47,617.00 Resource 0790 Classified Salary 2950 Benefits 3XXX Mgmt LC02

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 2 were implemented as planned with a few exceptions, primarily due to the funding available for staffing. Areas in which staff were impacted was Action 5, the hiring of Career Technicians. Only 3 were able to be funded but the action/service will remain in the plan. In addition Action 6 was not implemented due to the fact the Destination College Program cancelled their contract with VVUHSD for the 2017-2018 school year due to their funding concerns. In general, all other actions/services were implemented.

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. There was successful engagement of parents throughout the year at school site organized events such as Parent Institute of Quality Education (PIQE). Parents were involved in ELAC, SSC, DELAC, DAC, the SBCSS African American Task Force, Latina Summit, and CABE.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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. In addition, it was recognized early in the year that only three Career Technicians would be funded for Action 5. In addition, the contract for services with UC Regents ended in spring of 2017. 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.

The majority of the actions and services in Goal 2 remain in place with minor modifications. Two actions in Goal 2 were combined, 2017-18 Action/Service 2.5 was combined with Action/Service 2.6. As explained in the stakeholder section about the consolidation of the original 8 2017-8 Goals to the 2018-19 5 Goals, the following actions and services were moved:
-2017-18 Goal 7, Action/Service 7.4 moved to Goal 2, Action/Service 5.
-2017-18 Goal 8, Action/Service 8.1 moved to Goal 2, Action/Service 8.
-2017-18 Goal 8, Action/Service 8.3 moved to Goal 2, Action/Service 9.
-2017-18 Goal 5, Action/Service 5.4 moved to Goal 2, Action/Service 10.
-2017-18 Goal 8, Action/Service 8.4 moved to Goal 2, Action/Service 2.11
The metrics in 2018-19 Goal 2 have been re-evaluated to ensure monitoring of the areas of identified need. The following EAMOs will be added: Panorama Staff Survey, Panorama Student Survey, CTE Enrollment, California School dashboard College and Career Indicator, High School Dropout Rate, Middle School Dropout Rate, Safety Drill Data and Safety Restraint Data. The following EMAOs will be removed: Suspension Rate, Expulsion Rate, EAP, CELDT, and EL Reclassification. When reviewing the data throughout the year, the stakeholders agreed, in our plan, we had multiple areas of repeating data. They believed once we merged our goals and re-organized the actions for the 2018-2019 LCAP, the metrics should align to match the goal the metric best evaluated.

The final decision to merge our goals, re-align our metrics and consolidate our actions was was based upon analysis of the annual update and the current data by stakeholder groups and the LCAP Advisory Committee.

Goal 3

Goal 3: Provide and encourage extensive career exploration opportunities though increased elective offerings and academic guidance. (SP)

State and/or Local Priorities addressed by this goal:

State Priorities: 5, 7

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
#1 CTE Enrollment - (Local Data) Baseline 2016-2017: 2,501 Students Expected 2017-18: 2,551 Students	CTE Enrollment - (Local Data) 2017-2018 3,800
#2 District High School Dropout Rate - (Dataquest) Baseline 2015-2016: 21.1% Expected 2017-2018: 19.1%	District High School Dropout Rate - (Dataquest) 2016-17 5.9%

Expected	Actual
#3 District Dropout Rate Hispanic/Latino - (Dataquest) Baseline 2015-2016: 5.3% Expected 2017-2018: 3.3%	District Dropout Rate Hispanic/Latino - (Dataquest) 2016-17 4.2%
#4 District Dropout Rate Asian - (Dataquest) Baseline 2015-2016: 2.0% Expected 2017-2018: >1%	District Dropout Rate Asian - (Dataquest) 2016-17 2.2%
#5 District Dropout Rate African American - (Dataquest) Baseline 2015-2016: 6.7% Expected 2017-2018: 4.7%	District Dropout Rate African American - (Dataquest) 2016-17 5.6%
#6 District Dropout Rate White - (Dataquest) Baseline 2015-2016: 6.1% Expected 2017-2018: 4.1%	District Dropout Rate White - (Dataquest) 2016-17 6.3%

Expected	Actual
#7 District Dropout Rate Two or More Races - (Dataquest) Baseline 2015-2016: 7.2% Expected 2017-2018: 5.2%	District Dropout Rate Two or More Races - (Dataquest) 2016-17 10.7%
#8 District Attendance Rate - (Local Data) Baseline 2016-2017: 95.12% Expected 2017-18: 95.62%	District Attendance Rate - (Local Data) 2017-18 95.43%
#9 District Chronic Absenteeism Rate - (Local Data) Baseline 2016-2017: 7.05% Expected 2017-2018: 6.05%	District Chronic Absenteeism Rate Indicator (California School Dashboard) 2016-2017 (New Baseline) 14.5%

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
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.	$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
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.	VVUHSD successfully launched dual enrollment courses for the 2017-2018 school year. In the fall of 2017, Adelanto High School, Silverado High School and Victor Valley High School offered 5 classes. In the spring of 2018 at the three schools, they continued to offer dual enrollment and University Preparatory School also added dual enrollment to the master schedule for a total of 14 classes offered. 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.	Amount $12,000.00 Source LCFF Budget Reference Resource 0400 Instructional Materials 4310 Other Services 5886 Mgmt LC03	1. $0 Resource 0400 Instructional Materials 4310 Other Services 5886 Mgmt LC03 2. $53,074.00 Resource 7338 Instructional Materials 4310 Other Services 5886 Mgmt LC03

Action 3

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	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 Cal State Northridge, Cal State Los Angeles, Marine Biology Classes at the Aquarium of the Pacific, Skills USA, San Diego State University, Victor Valley College, 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.	Amount 1. $20,145.00 2. $5,000.00 Source 1. Title I (District) 2. LCFF 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	1. $840.00 Resource 3010 Certificated Extra Duty 1130 Certificated Subs 1140 $ 165.00 Benefits 3XXX $10,038 Outside Transportation 5806 $28,093.00 Transportation 5720 Mgmt LC03 2. $0 Resource 0400 Admission Fees 5886 Mgmt LC03

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The Coordinator of CTE will support counseling staff with the promotion of all available career pathways throughout the district to increase student awareness	The coordinator of CTE was employed for the 2017-2018 school year and accomplished many objectives for the program. The student enrollment	Amount Source CTE $74,751.00 Budget Reference Resource 6520	$47,075.00 Resource 6520 Clerical Salary 24XX $23,901.00 Benefits 3XXX

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	increased by 1,249 students and the number of CTE courses offered increase by 14. The coordinator collaborated with the middle school to begin introductory level CTE course at both Lakeview and Hook. The coordinator organized professional development for CTE teacher in order to redesign their curriculum and submit their course for A-G approval. As of June 18, 2010, all high school CTE courses in VVUHSD are approved by UCOP for A-G college entrance. The coordinator continues to collaborate with the special education work-ability program to ensure CTE access for all students.The coordinator also headed the Dual Enrollment Program launch for VVUHSD students at four of our high school during 2017-2018, providing a total of 14 dual enrollment classes.	Clerical Salary 2410 Benefits 3XXX Mgmt LC03	Mgmt LC03

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. Vocational education courses are being redesigned to meet CTE standards and embed common core standards to increase the rigor and attain A-G status for UCOP. The initiation of a dual enrollment program for the 2017-2018 school will also provide students an additional measure to meet the college and career indicator. Maintaining and increasing the number of students successfully completing dual enrollment with be a future objective as well. Although all action and services were implanted as planned, the impact on graduation rates will be determined by the California school dashboard during the fall 2018 release.

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 must continue to focus on enhancing the career technical education pathways in order to help students meet the college and career state indicator as "prepared." District local data indicates students are 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. VVUHSD must continue to establish a stronger emphasis on college and career counseling at every school site.

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.

2017-18 Goal 3 has been has been merged to be part of 2018-19 Goal 1 for the 2018-2019 LCAP year. All four of the actions and services for 2017-18 Goal 3 have remained the same but have been moved to 2018-19 Goal 1:
-2017-18 Goal 3, Action/Service 3.1 moved to Goal 1, Action/Service 15.
-2017-18 Goal 3, Action/Service 3.2 moved to Goal 1, Action/Service 16.
-2017-18 Goal 3, Action/Service 3.3 moved to Goal 1, Action/Service 17.
-2017-18 Goal 3, Action/Service 3.4 moved to Goal 1, Action/Service 18.
In addition, the following Action/Services moved from to 2018-19 Goal 3:
- 2017-18 Goal 5, Action Service 5.1
- 2017-18 Goal 5, Action Service 5.2
- 2017-18 Goal 5, Action Service 5.3
- 2017-18 Goal 5, Action Service 5.5
- 2017-18 Goal 51 Action Service 1.4
The following metrics from the 2017-18 LCAP have been removed in the current 2018-19 LCAP: CTE Enrollment, District Attendance Rate, and Chronic Absenteeism. The metrics for the 2018-19 LCAP plan that are now included are: SBAC ELA and Math, D and F Grades, A-G Completion Rates, AP Enrollment and AP Exam Pass Rate.
This decision to revise the 2018-19 Goal 3 actions and services, and realign the metrics, was based upon analysis of the annual update and the current data by stakeholder groups and the LCAP Advisory Committee.

Goal 4

Goal 4: Expand interventions to graduate students, on time, prepared for college and career. (SP)

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 5, 7, 8

Local Priorities: N/A

Annual Measurable Outcomes

Expected

Actual

Expected

#1
CAASPP Proficiency English Language Arts District-wide - % Standard Met or Exceeded
SBAC ELA % Standard Met or Exceed
Baseline:
2015-2016 : (CAASPP)
Grade 7 32%
Grade 8 31%
Grade 11 45%

Expected 2017-18:
ELA Standard Met or Exceeded
Targets:
Grade 7 35%
Grade 8 34%
Grade 11 48%

Actual

CAASPP Proficiency English Language Arts District-wide - % Standard Met or Exceeded
SBAC 2016-20
Grade 7 36%
Grade 8 35%
Grade 11 48%

Expected	Actual
#2 CAASPP Proficiency Mathematics District-wide - % Standard Met or Exceeded SBAC Math % Standard Met or Exceed Baseline: 2015-2016 : (CAASPP) Grade 7 18% Grade 8 14% Grade 11 17% Expected 2017-18: Math Standard Met or Exceeded Targets: Grade 7 21% Grade 8 17% Grade 11 20%	CAASPP Proficiency Math District-wide - % Standard Met or Exceeded SBAC 2016-2017 Grade 7 22% Grade 8 20% Grade 11 16%
#3 A-G Completion Rate % Baseline 2015-2016: (Dataquest) 26.5% Expected 2017-18: 31.5%	A-G Completion Rate % (Dataquest) 2016-2017 15.9%

Expected	Actual
#4 AP Enrollment Baseline 2016-2017: 1,292 Students Expected 2017-2018: 1,318 Students	AP Enrollment (Local Data) 2016-2017 1,292 Students Enrolled
#5 AP Exam Pass Rate of 3+ Baseline 2015-2016: 24% 3 or Better Exam Score Expected 2017-2018: 26%	AP Exam Pass Rate (College Board) 2016-17 24.3% 3 or better score on AP exams

Expected	Actual
#6 EAP Data 2015-2016 (CAASPP) Baseline: 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% EAP College Readiness Expected 2017-2018: 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%	EAP College Readiness Data 2016-2017 SBAC ELA Ready 16.44% ELA Conditionally Ready 31.79% ELA Not Yet/Not Ready 51.77% Math Ready 4.10% Math Conditionally Ready 12.30% Math Not Yet/Not Ready 8.60%
#7 District High School Dropout Rate - (Dataquest) Baseline 2015-2016: 21.1% Expected 2017-2018: 19.1%	District High School Dropout Rate - (Dataquest) 2016-2017 5.9%

Expected	Actual
#8 District Middle School Dropout Rate - (Dataquest) Baseline 2015-2016: 2% Expected 2017-2018: 0%	District Middle School Dropout Rate - (Dataquest) 2016-2017 1.98%
#9 D & F Grade Data - English Language Arts Grade (Local Data) Baseline 2016-2017: Grades of "D" = 1,041 Grades of "F" = 1,029 Expected 2017-2018: Grades of "D" = 1,010 Grades of "F" = 998	D & F Grade Data - English Language Arts Grade (Local Data) 2017-2018: Grades of "D" = 1,111 Grades of "F" = 1,174
#10 D & F Grade Data - Math Grade (Local Data) Baseline 2016-2017: Grades of "D" = 723 Grades of "F" = 1,374 Expected 2017-2018: Grades of "D" = 701 Grades of "F" = 1,333	D & F Grade Data - Math Grade (Local Data) 2017-2018: Grades of "D" =1,317 Grades of "F" = 1,519
#11 A-G Completion Rate % Baseline 2015-2016: (Dataquest) 26.5% Expected 2017-18: 31.5%	A-G Completion Rate % (Dataquest) 2016-2017 15.9%

Expected	Actual
#12 District Attendance Rate - (Local Data) Baseline 2016-2017: 95.12% Expected 2017-18: 95.62%	District Attendance Rate - (Local Data) 2017-2018 95.43%
#13 District Chronic Absenteeism Rate (Local Data) Baseline 2016-2017 7.05% Expected 2017-2018 6.05%	District Chronic Absenteeism Rate Indicator (California School Dashboard) 2016-2017 (New Baseline) 14.5%
#14 English Learner Reclassification Data (Local Data) Baseline 2016-2017: 57 Students Expected 2017-2018: 60 Students	English Learner Reclassification Data (Local Data) 2017-2018 149 Students

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

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 of concepts and the eight mathematical practices.	VVUHSD employed both a Middle School Math Coach and High School Math Coach for the 2017-2018 school year. Due to concerns regarding Title I site funds originally slated to pay for the positions, the funding was moved to Title II.	Amount Source Title I Budget Reference $278,254.00 Resource 3010 Certificated Salary 1110 Benefits 3XXX Mgmt LC04	1. $0 Resource 3010 Certificated Salary 1110 Benefits 3XXX Mgmt LC04 2. $191,939.00 Resource 4035 Certificated Salary 1110 $69,901.00 Benefits 3XXX Mgmt LC04

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	TechEd has completed the implementation of the parent and student portal access to Aeries SIS and all grade levels now have online access from any device. This action is considered complete and will be removed from the 2018-2019 LCAP.	$0	$0

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	Due to budgetary concerns, the district did not hire additional counseling staff to provide this dedicated service. In order to support this action, all grade 9 students discussed the 4-year plan and graduation requirements with their general education counselor. The Intervention Counselor (Goal 1 Action 1.25) met with each credit deficient student and with those needing summer school.	$0	$0

Action 4

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

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.	VVUHSD successfully aligned many 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 (See Goal 1, Action/service 1.8).	$0	$0

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	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	Amount $8,000.00 Source Title I Budget Reference Resource 3010 Other books 4210 Site Licenses 5840 Mgmt LC04	$0 Resource 3010 Other books 4210 Site Licenses 5840 Mgmt LC04 2. $220,825.00 Resource 7338 Testing 4353 Membership 5300 Mgmt LC04

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.	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.		

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	During the 2017-2018 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. Victor Valley High	Amount 1. $191,413.00 2. $454,202.00 Source 1. LCFF 2. Title I (Site) Budget Reference 1. Resource 0400 Certificated Extra Assign. 1130	1. $0 Resource 0400 Certificated Extra Assign. 1130 Other Classified Pay 2950 Benefits 3XXX Mgmt LC04 2.Resource 3010 $169,156.00 Certificated Extra Assign. 1130

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 attend 0/7th period course and afterschool RTI.	School implemented "JackRabbit 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 (They are school of choice) in order to reduce the number of students leaving due to low achievement. Additionally, University Preparatory successfully completed their 6 year WASC and one of the team recommendations is to start a similar support program for UP students by 2018-2019. 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 school on a case by case basis. Adelanto High School implemented a new "Opportunities" program for	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	$10,491.00 Other Classified Pay 29XX $34,300.00 Benefits 3XXX $343,354.00 Instructional Supplies 4XXX $76,160.00 District Transportation 5720 $54,277.00 Computer related services 5840 Mgmt SESV

	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 at-risk students.		

Action 7

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

Implement a chronic absentee intervention program district-wide called Attention 2 Attendance in order to reduce chronic absenteeism. To complement the accountability program, implement incentive programs for student attendance improvement and achievement.	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 of A2A. The number for SARB meeting declined although absences indicated a need for increased SART and SARB by school sites. Professional development for A2A was held twice during 2017-2018 and final A2A data will be shared with the LCAP Advisory Committee in the fall of 2018.	Amount 1. $8,000.00 2. $57,000.00 Source 1. Title I (District) 2. LCFF Budget Reference 1. Resource 3010 Instructional Materials 4310 Mgmt LC04 2. Resource 0400 Contract Services 5808 Mgmt LC04	1. $0 Resource 3010 Instructional Materials 4310 Mgmt LC04 2. $57,000.00 Resource 0400 Contract Services 5808 Mgmt LC04

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Expand the offerings of adult	Student enrollment in adult	Amount	Resource 6391

education, the enrollment of potential Non-Grads and 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 and reduce the number of dropouts.	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 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	$80,909.00 Source Adult Ed Budget Reference Resource 6391 Certificated Salary 1110 Benefits 3XXX Mgmt LC04	$170,607.00 Certificated Salary 1110 $50,311.00 Classified Salary $71,174.00 Benefits 3XXX $97.079.00 Instructional Materiasl 4XXX $61,929.00 Other Services 5XXX Mgmt LC04, 0000

	academic ability was below high school grade level. ESL was offered to continuing ESL students. In response to an independent audit required by the regional consortium the VVAS purchased and launched the use of the following virtual curriculum to include: Burlington English (ESL), Gradpoint (diploma), Aztec (ABE). Locations were expanded from 2 locations to 4 locations including: Adelanto High School, Hook Junior High, University Prep, and Victor Valley High School. Times were expanded offering class opportunities from 2 days a week to 4 days a week also adding morning options. CTE programs were expanded from one program to two programs including: Medical and Culinary.		

Action 9

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

Provide a transition day for incoming students along with providing close articulation and collaboration between middle school and high schools (Bridge Program from 8th to 9th) to ensure proper placement and establish a five year plan for each incoming freshman.	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 course at either VVHS or AHS and received 5 units of elective credit to begin the school year credit proficient.	Amount 1. $18,000.00 2. $9,000.00 Source 1. Title I (District) 2. LCFF Budget Reference 1. Resource 3010 Refreshments 4331 Outside Transportation 5806 Mgmt LC04 2. Resource 0400 Instructional Materials 4310 Other Services 5886 Mgmt LC04	1.Resource 3010 $71.00 Refreshments 4331 Outside Transportation 5806 Mgmt LC04 2.$0 Resource 0400 Instructional Materials 4310 Other Services 5886 Mgmt LC04

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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. The expectation is a rise in A-G coursework enrollment and completion for the graduating student cohort of 2018. 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. (See Goal 1, Action/service 1.14)	$0	$0

Action 11

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

Establish a yearly EL parent meeting, with language translation, with the intervention 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. (See Goal 2, Action/service 2.4)	$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 generally implemented as planned. Other actions/services, such as creating a 0 or 7th period SAT/ACT class for preparation were not financially feasible and the action/service was reached through other means such as APEX and Khan Academy. The actions/services deemed successfully completed

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 and redesign supports college and career readiness and mathematics proficiency. The data provided by the California School Dashboard demonstrates a significant gap for all student groups in the area of mathematic proficiency at all grade levels. The college and career readiness indicator for VVUHSD indicates in 2014 only 19.9% of student graduates were prepared for college and career. There has been an increase to 24.9% for the class of 2016 but it is still significantly low due compared to county and state averages. The current actions/services will impact the graduating class of 2018 and therefore the data to determine the efficacy of the actions/services will not be available for at least one year. The other area in which district must continue to focus efforts is with chronic absenteeism and A2A. With a rate of 14.5% on the fall 2017 release of the California School Dashboard, eh baseline is 2.4% higher than the county of San Bernardino and 4.3% higher than the state. Students are also still receiving a high number of D and F grades in ELA and math. More professorial development with instructional strategies for struggling learners and EL student will be a focus in new Goal 3.

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 site Title I funding prior to accessing district Title I funding allotted in the plan. The areas in which the district spent more than the estimated funding were in online credit recovery programs such as APEX and GradPoint, Action 5 had a large material difference due to the fact the College Readiness Block Grant was new at the beginning of 2017 and the contract and funding had not been included in the LCAP but was then used to support action 5. The final material difference is for action

8. The initial budget included only the salary of the certificated staff supporting the Adult Education program. Adult education is above and beyond and all personnel employed, including office staff and a new part time counselor, who support the program were included in the estimated actual expenditures to nonstarter the commitment of the district to expanding and improving the program.

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.

2017-18 Goal 4 has been has been merged to be part of 2018-19 Goal 1 for the 2018-2019 LCAP year. Of the eleven actions and services for 2017-18 Goal 4, most have remained the same but have been moved to new a goal. The only action/service removed from the 2018-2109 plan was Goal 4, Action/Service 4.2. The parent and student portals for access to Aeries is considered complete. Finally 2017-18 Action/Service 4.3 was merged with 2018-19 Goal 1, Action/Service 1.1.
The following 2017-18 Goal 4 Actions/Services have been moved to 2018-19 Goal 1:
-2017-18 Goal 4, Action/Service 4.1 moved to Goal 1, Action/Service 19.
-2017-18 Goal 4, Action/Service 4.4 moved to Goal 1, Action/Service 20.
-2017-18 Goal 4, Action/Service 4.5 moved to Goal 1, Action/Service 21.
-2017-18 Goal 4, Action/Service 4.6 moved to Goal 1, Action/Service 22.
-2017-18 Goal 4, Action/Service 4.7 moved to Goal 1, Action/Service 23.
-2017-18 Goal 4, Action/Service 4.8 moved to Goal 1, Action/Service 24.
-2017-18 Goal 4, Action/Service 4.9 moved to Goal 1, Action/Service 25.
-2017-18 Goal 4, Action/Service 4.10 moved to Goal 1, Action/Service 26.
-2017-18 Goal 4, Action/Service 4.11 moved to Goal 1, Action/Service 27.
The following 2017-18 LCAP Goal 4 metrics were removed from the 2018-19 LCAP: SBAC ELA and Math % Standard Met or Exceeded, A-G Completion Rate, AP Enrollment, AP Exam Pass Rate, EAP Data, High School and Middle School Drop-Out Rate, D & F Grades in ELA and Math, District Attendance Rate, District Chronic Absenteeism Rate, and EL Reclassification Rate. The school climate survey provider has been changed from WestEd which was use din 2016-17 and 2017-18 to a new provider called Panorama. The metrics for the 2018-19 LCAP were realigned and the following metric were added: School Climates Surveys for Students, Parents and Staff through Panorama, Uniform Compliant Filings, and Williams Findings Report.
The final decision to merge our goals, re-align our metrics and consolidate our actions was was based upon analysis of the annual update and the current data by stakeholder groups and the LCAP Advisory Committee.

Goal 5

Goal 5: Establish a collaborative culture amongst stakeholders for systematic, ongoing and supportive professional development to ensure student achievement and growth through highly qualified staff. (SP)

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 5, 6, 7, 8

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
#1 Graduation Rate Indicator District-wide Baseline 2015-2016 (Cal. Sch.Dashboard) 82.8% Expected 2017-18: District Graduation Rate Target 87.8%	Graduation Rate Indicator District-wide - (California School Dashboard) 2016-2017 TBD
#2 Graduation Rate Indicator Hispanic Baseline 2015-2016 (Cal. Sch.Dashboard) 84.3% Expected 2017-18: District Graduation Rate Target 86.3%	Graduation Rate Hispanic - (California School Dashboard) 2016-2017 TBD

#3 Graduation Rate Indicator African American Baseline 2015-2016 (Cal. Sch.Dashboard) 76.3% Expected 2017-18: District Graduation Rate Target 78.3%	Graduation Rate African American - (California School Dashboard) 2016-2017 TBD
#4 Graduation Rate Indicator White Baseline 2015-2016 (Cal. Sch.Dashboard) 83.9% Expected 2017-18: District Graduation Rate Target 85.9%	Graduation Rate White - (California School Dashboard) 2016-2017 TBD
#5 Graduation Rate Indicator English Learner Baseline 2015-2016 (Cal. Sch.Dashboard) 69.6% Expected 2017-18: District Graduation Rate Target 71.6%	Graduation Rate English Learner - (California School Dashboard) 2016-2017 TBD
#6 Graduation Rate Indicator Special Needs Baseline 2015-2016 (Cal. Sch.Dashboard) 55.1% Expected 2017-18: District Graduation Rate Target 59.1%	Graduation Rate Special Needs - (California School Dashboard) 2016-2017 TBD

#7 Graduation Rate Indicator Low Income/FY Baseline 2015-2016 (Cal. Sch.Dashboard) 82.2% Expected 2017-18: District Graduation Rate Target 84.2%	Graduation Rate Low Income/FY - (California School Dashboard) 2016-2017 TBD
#8 CAASPP Proficiency English Language Arts District-wide - % Standard Met or Exceeded SBAC ELA % Standard Met or Exceed Baseline: 2015-2016 : (CAASPP) Grade 7 32% Grade 8 31% Grade 11 45% Expected 2017-18: ELA Standard Met or Exceeded Targets: Grade 7 35% Grade 8 34% Grade 11 48%	CAASPP Proficiency English Language Arts District-wide - % Standard Met or Exceeded SBAC 2016-20 Grade 7 36% Grade 8 35% Grade 11 48%

#9
CAASPP Proficiency Mathematics District-wide - % Standard Met or Exceeded
SBAC ELA % Standard Met or Exceed
Baseline:
2015-2016 : (CAASPP)
Grade 7 18%
Grade 8 14%
Grade 11 17%

Expected 2017-18:
Math Standard Met or Exceeded
Targets:
Grade 7 21%
Grade 8 17%
Grade 11 20%

CAASPP Proficiency Math District-wide - % Standard Met or Exceeded
SBAC 2016-2017
Grade 7 22%
Grade 8 20%
Grade 11 16%

#10
CAASPP Proficiency English Language Arts District-wide
SBAC % Standard Met or Exceed by Target Groups
Baseline 2015-2016
Hispanic
Gr 7 = 33% Gr 8 = 31% Gr 11 = 47%
African American
Gr 7 = 21% Gr 8 = 16% Gr 11 = 30%
White
Gr 7 = 48% Gr 8 = 48% Gr 11 = 52%

CAASPP Proficiency English Language Arts District-wide
SBAC % Standard Met or Exceed by Target Groups
2016-2017
Hispanic
Gr 7 = 36% Gr 8 = 35% Gr 11 = 49%
African American
Gr 7 = 26% Gr 8 =21% Gr 11 = 34%
White
Gr 7 = 37% Gr 8 = 50% Gr 11 = 65%
SED

SED
Gr 7 = 30% Gr 8 = 28 Gr 11 = 43%
EL
Gr 7 = 6% Gr 8 = 3% Gr 11 = 6%
SPED
Gr 7 = 4% Gr = 2% Gr 11 = 8%

Expected 2017-2018
Hispanic
Gr 7 = 36% Gr 8 = 34% Gr 11 =50%
African American
Gr 7 = 27% Gr 8 = 21% Gr 11 = 33%
White
Gr 7 = 51% Gr 8 = 51% Gr 11 = 55%
SED
Gr 7 = 33% Gr 8 = 31% Gr 11 = 46%
EL
Gr 7 = 9% Gr 8 = 6% Gr 11 = 9%
SPED
Gr 7 = 7% Gr 8 = 5% Gr 11 = 11%

Gr 7 = 53% Gr 8 = 58% Gr 11 = 60%
EL
Gr 7 = 14% Gr 8 = 6% Gr 11 = 12%
SPED
Gr 7 = 2% Gr 8 = 5% Gr 11 = 8%

#11
CAASPP Proficiency Mathematics District-wide
SBAC % Standard Met or Exceed by Target Groups
Baseline 2015-2016
Hispanic
Gr 7 = 17% Gr 8 = 14% Gr 11 = 17%

CAASPP Proficiency Mathematics District-wide
SBAC % Standard Met or Exceed by Target Groups
2016-2017
Hispanic
Gr 7 = 21% Gr 8 = 20% Gr 11 = 15%%
African American

African American
Gr 7 = 9% Gr 8 = 5% Gr 11 = 8%
White
Gr 7 = 33% Gr 8 = 23% Gr 11 = 24%
SED
Gr 7 = 15% Gr 8 = 13% Gr 11 = 15%
EL
Gr 7 = 6% Gr 8 = 3% Gr 11 = 6%
SPED
Gr 7 = 2% Gr 8 = 0% Gr 11 = 2%

Expected 2017-2018
Hispanic
Gr 7 = 20% Gr 8 = 17% Gr 11 = 20%
African American
Gr 7 = 12% Gr 8 = 8% Gr 11 = 11%
White
Gr 7 = 36% Gr 8 = 26% Gr 11 = 27%
SED
Gr 7 = 18% Gr 8 = 16% Gr 11 = 18%
EL
Gr 7 = 9% Gr 8 = 6% Gr 11 = 9%
SPED
Gr 7 = 5% Gr 8 = 3% Gr 11 = 5%

Gr 7 = 12% Gr 8 =8% Gr 11 = 8%
White
Gr 7 = 22% Gr 8 = 35% Gr 11 = 32%
SED
Gr 7 = 18% Gr 8 = 16% Gr 11 = 14%
EL
Gr 7 = 7% Gr 8 = 3% Gr 11 = 3%
SPED
Gr 7 = 1% Gr 8 = 1% Gr 11 = 2%

#12 A-G Completion Rate % Baseline 2015-2016: (Dataquest) 26.5% Expected 2017-18: 31.5%	A-G Completion Rate % (Dataquest) 2016-2017 15.9%
#13 California Healthy Kids Survey: School Connectedness (High) Baseline 2016-2017: 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% Key Indicators Expected Targets 2017-2018: School Connectedness (high) Gr. 7=53% Gr.9=42% Gr.11=36% Academic Motivation (high) Gr. 7= 49% Gr.9=36% Gr.11=34%	Panorama Education 2017-18 Student Climate Survey School Connectedness (high) Gr. 7=63% Gr.9=48% Gr.11=45% Academic Motivation (high) Gr. 7= 75% Gr.9=67% Gr.11=64% High Expectations (high) Gr. 7=67% Gr.9=57% Gr.11=54%

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%

#14
AP Enrollment
Baseline 2016-2017: 1,292 Students
Enrollment Target 2017-2018: 1,318 Students

AP Enrollment (Local Data)
2016-2017
1,292 Students Enrolled

#15
AP Exam Pass Rate of 3+
Baseline 2015-2016: 24% 3 or Better Exam Score
Expected 2017-2018: 26%

AP Exam Pass Rate (College Board)
2016-17
24.3% 3 or better score on AP exams

#16 EAP Data 2015-2016 (CAASPP) Baseline: 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% EAP College Readiness Data Targets 2017-2018: 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%	EAP College Readiness Data 2016-2017 SBAC ELA Ready 16.44% ELA Conditionally Ready 31.79% ELA Not Yet/Not Ready 51.77% Math Ready 4.10% Math Conditionally Ready 12.30% Math Not Yet/Not Ready 8.60%
#17 District High School Dropout Rate - (Dataquest) Baseline 2015-2016: 21.1% Expected 2017-2018: 19.1%	District High School Dropout Rate - (Dataquest) 2016-2017 5.9%

#18 District Middle School Dropout Rate - (Dataquest) Baseline 2015-2016: 2% Expected 2017-2018: 0%	District Middle School Dropout Rate - (Dataquest) 2016-2017 1.98%
#19 D & F Grade Data (Local Data) Baseline 2015-2016: 7.2% of total grades issued Expected 2017-2018: 6.2% of total grades issued	D & F Grade Data (Local Data) 2017-18 10.6%
#20 District Chronic Absenteeism Rate Baseline 2016-2017: 7.05% Expected 2017-2018: 6.05%	District Chronic Absenteeism Rate Indicator (California School Dashboard) 2016-2017 (New Baseline) 14.5%
#21 District Expulsion Data (Local Data) Baseline 2016-2017: 81 Students Expected 2017-18: 73 Students	District Expulsion Data (Local Data) 2017-2018 87

#22 English Learner Reclassification Data (Local Data) Baseline 2016-2017: 57 Students Expected 2017-2018: 60 Students	English Learner Reclassification Data (Local Data) 2017-2018 149 Students
#23 Classroom Observation Data (260+) Baseline 2016-2017 (Local Data): Evidence Based Written and Oral Work: • Observed 43.4% • Not Observed 37.1% • Not Applicable 19.5% Use of Expository Texts: • Observed 20.1% • Not Observed 47.7% • Not Applicable 32.2% Use of Close Reading Strategies: • Observed 9.2% • Not Observed 52.5% • Not Applicable 38.3% Use of Higher Level Questioning: • Observed 5.8% • Not Observed 73.4% • Not Applicable 20.8% Evidence of the Standards of Mathematical Practice: • Observed 7.1% • Not Observed 18.4%	No data available - metric not used for data collection for 2017-2018.

• Not Applicable 74.4%
Use of Multiple Representations in Mathematics:
• Observed 4.9%
• Not Observed 19.9%
• Not Applicable 75.3%

Classroom Observations of target Instructional Strategies increase by 5% 2017-2018:
Evidence Based Written and Oral Work:
• Observed 48.4%
• Not Observed 32.1%
• Not Applicable N/A
Use of Expository Texts:
• Observed 25.1%
• Not Observed 42.7%
• Not Applicable N/A
Use of Close Reading Strategies:
• Observed 14.2%
• Not Observed 47.5%
• Not Applicable N/A
Use of Higher Level Questioning:
• Observed 10.8%
• Not Observed 68.4%
• Not Applicable N/A
Evidence of the Standards of Mathematical Practice:
• Observed 12.1%
• Not Observed 13.4%
• Not Applicable N/A

Use of Multiple Representations in Mathematics:
• Observed 9.9%
• Not Observed 14.9%
• Not Applicable N/A

#24
]Instructional Materials Data
Baseline 2016-2017 (Local Data):
Williams Report Board Approval January 19, 2017
Instructional Materials – No insufficiencies were observed.
Expected 2017-2018:
Maintain Instructional Materials Williams Report Status of “no insufficiencies observed.”

#24
Instructional Materials Data
2017-2018
Williams Report Board Approval November 16, 2017
Instructional Materials – No insufficiencies were observed.

#25
Common Core Aligned Textbook Adoption Data (Local Data)
Baseline 2016-2017
English Language Arts Adoption Board Approval March 2, 2017
Expected 2017-2018:
History Social Science State Framework Aligned Materials target Adoption March 2018

#25
Common Core Aligned Textbook Adoption Data (Local Data)
2017-2018:
Statistics
German
AP English

#26 Facilities Data 2016-2017 (Local Data) 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 Expected 2017-2018 • Extreme Deficiencies: None Observed • Good Repair Deficiencies: Reduce to two or less sections	#26 Facilities Data 2016-2017 (Local Data) Williams Report Board Approved November 16, 2017 •Extreme Deficiencies: Section 7: Emergency Exit Sign Repair •Good Repair Deficiencies: Section 7: Fire extinguisher out of date, wheel chair lift repair Section 8: Lights missing or not working Section 10: Two drinking fountains turned off Section 11: Electric hand dryer broken
#27 Teacher Assignment Data 2015-2016 (Local Data) Williams Report Board Approval July 20, 2016 • No Findings Expected 2017-2018 • No Findings	#27 Teacher Assignment Data 2017-18 (Local Data) Williams Report Board Approval April 12, 2018 • 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
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 met three times during the year to determine the next steps for professional development, The summer professional development days will include a focus on socio-emotional 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. (See Goal 1, Action/service 1.7)	$0	$0

Action 2

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

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.	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 such as Kaye Randall with Growth Mindset, Positive Prevention PLUS, QTEL, and more. 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.	Amount $31,000.00 Source Title II Budget Reference Resource 4035 Object 5808 Site License 5840 Mgmt LC05	Resource 4035 $44,343.00 Object 5808 $1,000.00 Site License 5840 Mgmt LC05

Action 3

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

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.	VVUHSD Educational Services team organized and hosted two District Professional Development Days in August prior to the start of school and then continues throughout the year. The areas in which PD has been provided range from equity training with Epoch Education to classroom intervention strategies by Dr. Laura A. Riffel. Most 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.	Amount $305,953.00 Source Title I (District) Budget Reference Resource 3010 Certificated Extra Assign 1130 Benefits 3XXX Mgmt LCPR	1. Resource 3010 $2,256.00 Certificated Extra Assign 1130 $443.00 Benefits 3XXX Mgmt LCPR 2. Resource 3010 $223,549.00 Certificated Extra Assign 1130 $41,685.00 Benefits 3XXX Mgmt LC05

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide workshops/ professional development opportunities to certificated and classified staff enhance the practices, safety and security of our students and staff.	Human resources has a weeklong 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. This year a lead security officer from each of the high school was sent to a specialized safety training in Las Vegas, Nevada.	Amount $44,367.00 Source LCFF 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 0400 Class. Instr. Aide Extra Duty 2130 $66.00 Benefits 3XXX $246.40 Certificated Subs 1140 Classified Aides Subs 2140 Campus Aide Subs 2245 Classified Office/Admin Sub 2440 $3,191.00 Conferences 5220 $480.00 Other Contracts 5808 Mgmt LC05

Action 5

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

Provide additional Professional Development and instructional support for teachers in ELA and Math by employing 2 District Coordinators.	VVUHSD provided additional professional development and instructional support for teachers in ELA, Social Science, Science, and Math by employing two district coordinators.	Amount 1. $64,088.00 2. $256,354.00 Source 1. Title II (District) 2. Title I (District) Budget Reference 1. Resource 4035 Certificated Contract 1316 Benefits 3XXX Mgmt LC05 2. Resource 3010 Certificated Contract 1316 Benefits 3XXX Mgmt LC05	1. Resource 4035 $46,054.00 Certificated Contract 1316 $12,180.00 Benefits 3XXX Mgmt LC05 2. Resource 3010 $184,217.00 Certificated Contract 1316 $48,721.00 Benefits 3XXX Mgmt LC05

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 5 were generally implemented as planned. One area of impact was the increase in SBAC score in ELA and Math for the 2017 report in all areas expect grade 11 math. The goal of increasing the number of students achieving level 3 on the SBAC will remain for the 2017-2018 school year. The area also significantly impacted was the increase in the number of students challenging themselves with the more rigorous curriculum of Advanced Placement with increased enrollment. With the district providing ALL AP students the opportunity tot take theAP exam for free, there was a slight decline in passing scores for the first time. This is being addressed by two school sites contracting with three AP instructional strategies consultants for the 2018-2019 school year. Graduation rate and chronic absenteeism will also continue to be an area of focus, and actions and service will be adjusted to employ additional strategies for credit recovery and alternative educational settings for our students.

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 and services, the district must continue to focus on providing high quality professional development based on staff feedback. The district and schools must engage in the consistent us of OMS in order track and evaluate professional development and event district-wide to provide data on the efficacy of professional development.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences in estimated actual and budgeted expenditures were negligible. The district mainly utilized Title II funding in order to complete most professional development activities including the extra duty pay for attending committees and participating in PD beyond the contractual day. Action 2 did see an increase in the estimated actual expenditures for consultants over the budgeted expenditures.

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.

Due to the merging of the 2017-18 Goals 1, 3 and 4 in the 2018-2019 LCAP, 2018-19 Goal 5 will change significantly to include Actions/Services that are all related to social-emotional support and wellness of students and staff. The 2017-18 Action/Services have been moved to the following areas:
-2017-18 Goal 5, Action/Service 5.1 is now 2018-19 Goal 3, Action/Service 1.
-2017-18 Goal 5, Action/Service 5.2 is now 2018-19 Goal 3, Action/Service 2.
-2017-18 Goal 5, Action/Service 5.3 is now 2018-19 Goal 3, Action/Service 3.
-2017-18 Goal 5, Action/Service 5.4 is now 2018-19 Goal 2, Action/Service 10.
-2017-18 Goal 5, Action/Service 5.5 is now 2018-19 Goal 3, Action/Service 4.
-2017-18 Goal 6, Action/Service 6.3 is now 2018-19 Goal 5 Action/Service 1.
-2017-18 Goal 6, Action/Service 6.2 is now 2018-19 Goal 5 Action/Service 2.
-2017-18 Goal 1, Action/Service 1.4 is now 2018-19 Goal 5 Action/Service 5.
-2017-18 Goal 1, Action/Service 1.13 is now 2018-19 Goal 5 Action/Service 6.
The stakeholders have added two new Action/Services for the 2018-19 plan, which are 4 and 5.
The metrics in Goal 5 have been re-evaluated to ensure monitoring of the areas of identified need. The following EAMOs will be removed: Graduation Rates for Target Groups, SBAC by Target Groups, California Healthy Kids Survey, EAP, High School Dropout Rate, Middle School Dropout Rate, D & F Grade Data, Chronic Absenteeism, Expulsion Data, EL Reclassification Data, Common Core Textbook Alignment Data, Williams Instructional Materials data, Williams Facilities data, Williams Teacher Assignment data and Local Classroom Observation data. When reviewing the data throughout the year, the stakeholders agreed, in our plan, we had multiple areas of repeating data. They believed once we merged our goals and re-organized the actions for the 2018-2019 LCAP, the metrics should align to match the goal the metric best evaluated.

The final decision to merge our goals, re-align our metrics and consolidate our actions was was based upon analysis of the annual update and the current data by stakeholder groups and the LCAP Advisory Committee.

Goal 6

Goal 6: Establish district-wide uniformity in procedures, policies and materials to ensure effective implementation of district initiatives designed to increase student achievement. (SP)

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 6

Local Priorities: N/A

Annual Measurable Outcomes

Expected **Actual**

#1
California School Parent Survey: Key Indicators Academic Success
Baseline 2016-2017
Promotes academic success for all students:
Strongly Agree/Agree 89%
Promotes student respect:
Strongly Agree/Agree 88%
Clear Communication:
Strongly Agree/Agree 94%
Parent input:
Strongly Agree/Agree 84%
Schools are clean and well maintained:
Strongly Agree/Agree 88%

Expected 2017-2018
Promotes academic success for all students:
Strongly Agree/Agree 90%
Promotes student respect:
Strongly Agree/Agree 89%
Clear Communication:
Strongly Agree/Agree 95%
Parent input:
Strongly Agree/Agree 85%
Schools are clean and well maintained:
Strongly Agree/Agree 89%

Panorama Education 2017-2018
Family Feedback Survey- Climate of Support for Academic Learning
High expectations for all students:
Strongly Agree/Agree 88%
Clearly informs students of school rules:
Strongly Agree/Agree 90%
Welcome to participate:
Strongly Agree/Agree 87%
Safe on school grounds
Strongly Agree/Agree 87%

#2
California School Parent Survey: Key Indicators School Safety
Baseline 2016-2017
School is a safe place for my child:
Middle School - 84% High School - 90%
School has adults that really care about my child:
Middle School - 87% High School - 85%
School treats students with respect:
Middle School - 91% High School - 87%
Harassment or bullying of students:
Middle School - 37% High School - 25%

Expected 2017-2018
School is a safe place for my child:
Middle School - 85% High School - 91%
School has adults that really care about my child:
Middle School - 88% High School - 86%
School treats students with respect:
Middle School - 92% High School - 88%
Harassment or bullying of students:
Middle School - 36% High School - 24%

Panorama Education 2017-2018
Family Feedback Survey- Safety
My child is safe in the neighborhood around the school:
Very Safe/Safe - 78%
My child is safe on school grounds:
Strongly Agree/Agree - 80%

#3 Uniform Complaint Filings Baseline 2016-2017 (Local Data) 0 - Board Agenda 4/19/17 Expected 2017-2018 0	2017-2018 (Local Data) 0 Board agenda 4/12/18
#4 Facilities Data 2016-17 (Local Data) William Report Board Approval January 19, 2017 •Instructional Materials - No insufficiencies observed. Expected 2017-2018 No insufficiencies observed.	Facilities Data 2017-18 (Local Data) Williams Report Board Approved November 16, 2017 •Instructional Materials - No insufficiencies observed.

#5
Facilities Data 2016-2017 (Local Data)
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

Expected 2017-2018
• Extreme Deficiencies: None Observed
• Good Repair Deficiencies:
Reduce to two or less sections

Facilities Data 2016-2017 (Local Data)
Williams Report Board Approved November 16, 2017
•Extreme Deficiencies: Section 7: Emergency Exit Sign Repair
•Good Repair Deficiencies:
Section 7: Fire extinguisher out of date, wheel chair lift repair
Section 8: Lights missing or not working
Section 10: Two drinking fountains turned off
Section 11: Electric hand dryer broken

#6
Teacher Assignment Data 2015-2016 (Local Data)
Williams Report Board Approval July 20, 2016
• No Findings

Expected 2017-2018
• No Findings

Teacher Assignment Data 2017-18 (Local Data)
Williams Report Board Approval April 12, 2018
• No Findings

#7 Parent Attendance (Local Data - OMS) Baseline 2016-2017 449 Parent/Guardians attendees Expected 2017-2018 (+5%) 472 Parent/Guardians attendees	Parent Attendance (Local Data - OMS) 2017-2018 1,275 Parent/Guardian Attendees
#8 District Expulsion Data (Local Data) Baseline 2016-2017 81 Students Expected 2017-2018 73 Students	District Expulsion Data (Local Data) 2017-2018 87 Students

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

Define and promote VVUHSD expectations for staff, students and parents through the following: • Investigate support programs to support customer service expectations and continue to use CSSS and CSPS 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. (See Goal 5, Action/service 5.4)	$0	$0

Action 2

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

Maximize use of the district website as an essential tool to communicate and provide resources to all stakeholders. Continue use of iDashBoards to provide data to stakeholders through the district website.	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 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. The county is in collaboration with the district to establish this system for roll-out to school site administration in the fall of 2018 and then staff in the winter of 2018.	Amount $22,120.00 Source LCFF Budget Reference Resource 0400 Object 5840 Mgmt LC06	$11,481.00 Resource 0400 Object 5840 Mgmt LC06

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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, a focus on targeted student groups and compliance for all federal, state and district policies. Staff will be provided extra duty for serving on committees that are beyond the contractual day.	To help increase district-wide knowledge of and implementation of protocols and procedures, the management team held a quarterly meeting to ensure the stakeholders were able to provide input on changes and updates for district customer service practices. The classified director also engaged classified staff in customer service training each semester thorough the use of a consultant. The need for a consistent district safety committee is still present and the lack of an Assistant Superintendent of Business Services, who oversees district safety, has contributed to the slow movement in this area. The district Strategic Plan 2020 still emphasizes safety and this will will continue to be a focus. (See Goal 1, Action/services 1.7 & 1.1, See Goal 5, Action/services 5.4)	$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 6 were partially implemented and will continue to be an area of focus in the new LCAP plan. Action/service 3 was not completed as originally intended due to staffing changes and the reorganization of district positions into different divisions.

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 6 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.

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 increase the website to provide enhanced services in this area.

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.

This goal will not longer be considered goal 5. Due to the merging of Goals 1, 3, 4 and 8 in the 2018-2019 LCAP, Goal 6 will now be considered Goal 4. Of the three action/service items in 2017-18 goal 6, only action 1 will remain in the goal and action/service 2 and 3 will be moved to Goal 5. This decision was based upon analysis of the annual update and the current data by stakeholder groups and the LCAP Advisory Committee.

Upon the establishment of the Goal 4, three new action/services were added for the 2018-2019 plan:
Action/Service 5:
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)
Action/Service 6:
Provide annual training for classified staff in the following areas: (strategic plan)
• Customer service
• Division specific skills
• Safety protocols
Action/Service 7:
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.
All three actions were added y the LCAP Advisory Committee based upon the year three implementation plan for the district Strategic Plan 2020.

The metrics in 2018-19 Goal 4 have been re-evaluated to ensure monitoring of the areas of identified need. The following EAMOs will be removed: OMS Parent Attendance Data and Expulsion Data.When reviewing the data throughout the year, the stakeholders agreed, in our plan, we had multiple areas of repeating data. They believed once we merged our goals and re-organized the actions for the 2018-2019 LCAP, the metrics should align to match the goal the metric best evaluated.

The final decision to merge our goals, re-align our metrics and consolidate our actions was was based upon analysis of the annual update and the current data by stakeholder groups and the LCAP Advisory Committee.

Goal 7

Goal 7: Increase student academic success through attendance, responsible behavior, positive attitudes, increased graduation rates, and preparation for college and career. (SP)

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual

#1
PBIS Implementation Data (Local Data)
Baseline 2016-17
Year 1 Cohorts = 1
Year 2 Cohorts = 2
Year 3 or 3+ Cohorts = 5

Expected 2017-18
Year 1 Cohorts = 1
Year 2 Cohorts = 0
Year 3 or 3+ Cohorts = 7

PBIS Implementation Data (Local Data)
2017-18
Year 1 Cohorts = 1
Year 2 Cohorts = 0
Year 3 or 3+ Cohorts = 7

#2
California Healthy Kids Survey 2016-17
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%

Expected 2017-2018
Key Indicators: School Engagements & Support
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%

Panorama Education 2017-18
Student Climate Survey
School Connectedness (high)
Gr. 7=63% Gr.9=48% Gr.11=45%
Academic Motivation (high)
Gr. 7= 75% Gr.9=67% Gr.11=64%
High Expectations (high)
Gr. 7=67% Gr.9=57% Gr.11=54%

#3 District Graduation Rate indicator (California School Dashboard) Baseline 2015-2016 82.8% Expected 2016-2017 87.8%	District Graduation Rate indicator (California School Dashboard) 2016-2017 TBD
#4 District Attendance Rate - (Local Data) 2016-2017 95.12% Expected 2017-2018	District Attendance Rate - (Local Data) 2017-2018 95.43%
#5 District Chronic Absenteeism Rate (Local Data) Baseline 2016-2017 7.05% Expected 2017-2018 6.05%	District Chronic Absenteeism Rate Indicator (California School Dashboard) 2016-2017 (New Baseline) 14.5%

#6 District Suspension Rate Indicator (California School Dashboard) Baseline 2014-2015 14.5% Expected 2015-2016 11.5%	District Suspension Rate Indicator (California School Dashboard) 2016-2017 10.1%%
#7 District Expulsion Data (Local Data) Baseline 2016-2017 81 Students Expected 2017-2018 73 Students	District Expulsion Data (Local Data) 2017-2018 87 Students
#8 District Dropout Rate - (Dataquest) 2015-16 Baseline High School - 5.7% Expected 2016-2017 High School - 3.7%	District Dropout Rate - (Dataquest) 2016-2017 High School - 5.9%

#9 District Dropout Rate - (Dataquest) 2015-2016 Baseline Middle School 2.0% Expected 2016-2017 Middle School 1.5%	District Dropout Rate - (Dataquest) 2016-2017 Middle School 1.89%
#10 Parent Attendance (Local Data - OMS) Baseline 2016-2017 449 Parent/Guardians attendees Expected 2017-2018 (+5%) 472 Parent/Guardians attendees	Parent Attendance (Local Data - OMS) 2017-2018 1,275 Parent/Guardian Attendees

#11
California School Parent Survey: Key Indicators School Safety
Baseline 2016-2017
School is a safe place for my child:
Middle School - 84% High School - 90%
School has adults that really care about my child:
Middle School - 87% High School - 85%
School treats students with respect:
Middle School - 91% High School - 87%
Harassment or bullying of students:
Middle School - 37% High School - 25%

Expected 2017-2018
School is a safe place for my child:
Middle School - 85% High School - 91%
School has adults that really care about my child:
Middle School - 88% High School - 86%
School treats students with respect:
Middle School - 92% High School - 88%
Harassment or bullying of students:
Middle School - 36% High School - 24%

Panorama Education 2017-2018
Family Feedback Survey- Safety
My child is safe in the neighborhood around the school:
Very Safe/Safe - 78%
My child is safe on school grounds:
Strongly Agree/Agree - 80%

#12
California School Parent Survey: Key Indicators Academic Success
Baseline 2016-2017
Promotes academic success for all students:
Strongly Agree/Agree 89%
Promotes student respect:
Strongly Agree/Agree 88%
Clear Communication:
Strongly Agree/Agree 94%
Parent input:
Strongly Agree/Agree 84%
Schools are clean and well maintained:
Strongly Agree/Agree 88%

Expected 2017-2018
Promotes academic success for all students:
Strongly Agree/Agree 90%
Promotes student respect:
Strongly Agree/Agree 89%
Clear Communication:
Strongly Agree/Agree 95%
Parent input:
Strongly Agree/Agree 85%
Schools are clean and well maintained:
Strongly Agree/Agree 89%

Panorama Education 2017-2018
Family Feedback Survey- Climate of Support for Academic Learning
High expectations for all students:
Strongly Agree/Agree 88%
Clearly informs students of school rules:
Strongly Agree/Agree 90%
Welcome to participate:
Strongly Agree/Agree 87%
Safe on school grounds
Strongly Agree/Agree 87%

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

Explore hiring a Director of Comprehensive Student Support 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 district explored the possibility of funding the position and it was determined this position would not be filled during the 2017-2018 school year. Through further discussion, this action will be removed from the 2018-2019 LCAP.	$0	$0

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Develop a General Education Diploma (GED) program.	This program was not developed during the 2017-2018 school year. After further discussion by stakeholder groups and the LCAP Advisory Committee, the decisions was to move this item to new goal 1 but there it may be removed due to the fact that a GED program would not help the district meet the college and career indicator. There is still much deliberation among the differing groups about whether the GED program should be put into place our should we work toward a more comprehensive Adult Education program with application for future accreditation of the adult ed diploma. In the meantime, this will remain an action in the plan.	$0	$0

Action 3

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

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.	This action was not fully implemented for the 2017-2018. The action will be revised and moved to new Goal 4 action 2. The funding allocated to this action will be budgeted in the 2018-2019 plan.	Amount $20,000.00 Source Title I (District) Budget Reference Resource 3010 Other services 5808 Mgmt LC07	$0 Resource 3010 Other services 5886 Mgmt LC07

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to employ a Public Engagement Information Manager.	The district continued to employ a Public Engagement Information Manager for the 2017-2018 school year. The district originally called this position a Public Relations Media Specialist for the 2016-2017 school year but the title was corrected in the 2017-2018 LCAP.	Amount $89,628.00 Source LCFF Budget Reference Resource 0400 Classified Supervisor 2313 Benefits 3XXX Mgmt LC07	Resource 0400 $68,524.00 Classified Supervisor 2313 $19,669.00 Benefits 3XXX Mgmt LC07

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The Director of Comprehensive Student Support will review all district-wide data entry 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 develop a district-wide discipline matrix outlining other means of correction.	This action was not implemented due to the fact the position was not filled during the 2017-2018 school year. This action will be eliminated for the 2018-2019 LCAP. (See Goal 7, Action/service 7.1)	$0	$0

Action 6

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

Design and offer district and/or school celebrations to encourage school connectedness and celebrate achievement 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, History Celebration, 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 estimated actual expenditures were larger than the budgeted expenditures due to the fact that the district doubled the participation by school sites an students in the many of the event as well as covered costs for students to progress to county and state levels of competition.	Amount $10,000.00 Source Title I (District) Budget Reference Resource 3010 Instructional Supplies 4310 Other Services 5886 Mgmt LC07	Resource 3010 $15,227.00 Instructional Supplies 4XXX $15,199.00 Other Services 5XXX Mgmt LC07

Action 7

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

Develop an open choice transition program for Special Education students ages 18-22 to continue with life skills and job skill training	This action is in progress through our special education department. There has been collaboration through work-ability and the CTE program help the case carriers of adult student still in the SPED program begin to transition into the work force or into job skill training. (See Goal 1, Action/service 1.15)	$0	$0

Action 8

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

Develop grant writing consultant opportunities to secure funding for additional support services for students and parents and for safety.	This action was not implemented during the 2017-2018 school year. After discussion in the LCAP Advisory Committee and analysis in the annual update, this action has been in the plan for two years with no implementation. The stakeholders concluded this is not a district priority at this time, and this action will be removed for the 2018-2019 LCAP.	Amount $20,000.00 Source LCFF Budget Reference Resource 0400 Other Services 5808 Mgmt LC07	$0 Resource 0400 Other Services 5808 Mgmt LC07

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 eight actions and services for Goal 7 were generally implemented as planned with the excpetion of 7.1, 7.5 and 7.8. These actions will be removed from the 2018-2019 LCAP. Actions 2 and 3 were also not successfully implemented due to time constraints or indecision between stakeholders (ie: GED program disagreement). All other actions were implemented as expected.

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 7 actions and services, the district must continue to have a strong focus on the alternative education center to increase the opportunities for students to graduate on time. Data reviewed through the California School Dashboard on graduation rates revealed all target student populations were graduating below the county and state levels. The district EMAO for graduation rates is still undetermined as the state is changing the method with which they identify cohort graduates. An additional area of focus, is the actions/service that support student behavioral expectations. This includes the continued development of a district-wide descriptive matrix and completion of the plan for district-wide implementation of PBIS.

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 3, the funding will be allocated again in the 2018-2019 plan. In others, the item will be removed from the plan. Action 6 demonstrated higher than budgeted actual expenditures due to the increase in student participation in academic competitions.

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.

This goal will not longer be considered goal 5. Due to the merging of Goals 1, 3, 4 and 8 in the 2018-2019 LCAP, Goal 7 will now be considered Goal 5. Of the eight action/service items in goal 7, only 5 will remain but be moved to new areas in the plan. Action/Service 7.1, 7.5 and 7.8 will be removed from the 2018-19 LCAP.
- 2017-18 Goal 7, Action/Service 7.2 will be moved to Goal 1, Action/Service 28.
- 2017-18 Goal 7, Action/Service 7.3 will be moved to Goal 4, Action/Service 2.
- 2017-18 Goal 7, Action/Service 7.4 will be moved to Goal 2, Action/Service 5.
- 2017-18 Goal 7, Action/Service 7.6 will be moved to Goal 4, Action/Service 3.
- 2017-18 Goal 7, Action/Service 7.7 will be moved to Goal 4, Action/Service 4.
Upon the establishment of the Goal 4, three new action/services were added for the 2018-2019 plan:
Action/Service 3:
- 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.
Action/Service 4:
- Explore and/or expand programs at school sites to include peer to peer student support.

The metrics in Goal 5 have been re-evaluated to ensure monitoring of the areas of identified need. The following EAMOs will be added: Panorama Staff Surveys. The following EAMOs will be removed: Chronic Absenteeism, and OMS Parent Attendance Data. When reviewing the data throughout the year, the stakeholders agreed, in our plan, we had multiple areas of repeating data. They believed once we merged our goals and re-organized the actions for the 2018-2019 LCAP, the metrics should align to match the goal the metric best evaluated.

The final decision to merge our goals, re-align our metrics and consolidate our actions was was based upon analysis of the annual update and the current data by stakeholder groups and the LCAP Advisory Committee.

Goal 8

Goal 8: Ensure comprehensive safety standards for constantly evolving needs district-wide to include security and facilities. (SP)

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 6

Local Priorities: N/A

Annual Measurable Outcomes

Expected

#1
Safety Drill Data - (Local Data)
Baseline: 2016-2017
University Prep (UP):
3 LOCKDOWN
3 EARTHQUAKE
3 FIRE
Goodwill High School (GEC):
2 LOCKDOWN
2 EARTHQUAKE
2 FIRE
Cobalt Institute of Math & Science (CIMS)

Actual

Safety Drill Data (Local Data)
2017-18
University Prep (UP)
3 LOCKDOWN
3 EARTHQUAKE
3 FIRE
Goodwill High School (GEC):
2 LOCKDOWN
2 EARTHQUAKE
2 FIRE
Cobalt Institute of Math & Science (CIMS)
2 LOCKDOWN

2 LOCKDOWN
1 EARTHQUAKE
4 FIRE
Hook Junior High School (HJH)
1 LOCKDOWN
1 EARTHQUAKE
1 FIRE
Lakeview Leadership Academy (LLA)
1 LOCKDOWN
1 EARTHQUAKE
1 FIRE
Adelanto High School (AHS)
2 LOCKDOWN
1 EARTHQUAKE
4 FIRE
Silverado High School (SHS)
3 LOCKDOWN
2 EARTHQUAKE
1 FIRE
Victor Valley High School (VVHS)
2 LOCKDOWN
1 EARTHQUAKE
2 FIRE

Expected 2017-18 (Local Data)
University Prep (UP)
3 LOCKDOWN
3 EARTHQUAKE
1 EARTHQUAKE
5 FIRE
Hook Junior High School (HJH)
4 LOCKDOWN
1 EARTHQUAKE
3 FIRE
Lakeview Leadership Academy (LLA)
2 LOCKDOWN
1 EARTHQUAKE
4 FIRE
Adelanto High School (AHS)
2 LOCKDOWN
1 EARTHQUAKE
4 FIRE
Silverado High School (SHS)
2 LOCKDOWN
1 EARTHQUAKE
2 FIRE
Victor Valley High School (VVHS)
2 LOCKDOWN
1 EARTHQUAKE
2 FIRE

3 FIRE
Goodwill High School (GEC):
2 LOCKDOWN
2 EARTHQUAKE
2 FIRE
Cobalt Institute of Math & Science (CIMS)
2 LOCKDOWN
2 EARTHQUAKE
4 FIRE
Hook Junior High School (HJH)
2 LOCKDOWN
2 EARTHQUAKE
4 FIRE
Lakeview Leadership Academy (LLA)
2 LOCKDOWN
2 EARTHQUAKE
4 FIRE
Adelanto High School (AHS)
2 LOCKDOWN
2 EARTHQUAKE
4 FIRE
Silverado High School (SHS)
2 LOCKDOWN
2 EARTHQUAKE
4 FIRE
Victor Valley High School (VVHS)
2 LOCKDOWN
2 EARTHQUAKE

4 FIRE

#2
California Healthy Kids Survey: Key Indicators School Safety & Substance Abuse
Baseline 2016-2017
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%

Expected 2017-2018
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%

The CHKS survey was not administered in 2017-2018. VVUHSD contracted with Panorama Education to administer climate and social-emotional surveys to staff, families and students, and has opted to use this data to determine school climate.
Panorama Education 2017-2018
Student Climate Survey- Safety
I feel safe at my school:
Gr. 7=62% Gr.9=47% Gr.11=43%
Have been never been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding around:
Gr. 7=61% Gr.9=75% Gr.11=80%
Have never been afraid of being beaten up:
Gr. 7=78% Gr.9=88% Gr.11=90%
Have never had your property stolen, or deliberately damaged, such as your car, clothing, or books:
Gr. 7=64% Gr.9=73% Gr.11=74%

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%

#3
California School Parent Survey: Key Indicators School Safety
Baseline 2016-2017
School is a safe place for my child:
Middle School - 84% High School - 90%
School has adults that really care about my child:
Middle School - 87% High School - 85%
School treats students with respect:
Middle School - 91% High School - 87%
Harassment or bullying of students:
Middle School - 37% High School - 25%

Expected 2017-2018
School is a safe place for my child:
Middle School - 85% High School - 91%
School has adults that really care about my child:
Middle School - 88% High School - 86%
School treats students with respect:
Middle School - 92% High School - 88%
Harassment or bullying of students:
Middle School - 36% High School - 24%

Panorama Education 2017-2018
Family Feedback Survey- Safety
My child is safe in the neighborhood around the school:
Very Safe/Safe - 78%
My child is safe on school grounds:
Strongly Agree/Agree - 80%

#4
California School Staff Survey: Key Indicators Staff Working Environment
Baseline 2016-2017 (Strongly Agree/Agree)
Is a supportive and inviting place to work:
Middle School - 79% High School - 88%
Promotes trust and collegiality among staff:
Middle School - 65% High School - 84%
Promotes personnel participation in decision making:
Middle School - 79% High School - 82%

Expected 2017-2018 (Strongly Agree/Agree)
Is a supportive and inviting place to work: (Strongly Agree/Agree)
Middle School - 80% High School - 89%
Promotes trust and collegiality among staff:
Middle School - 66% High School - 85%
Promotes personnel participation in decision making:
Middle School - 80% High School - 83%

California School Staff Survey: Key Indicators Safety
Baseline 2016-2017 (Strongly Agree/Agree)
Is a safe place for staff:
Middle School - 76% High School - 93%
Is a safe place for students:
Middle School - 82% High School - 93%
Has sufficient resources to create a safe campus:
Middle School - 44% High School - 67%

The California School Staff Survey survey was not administered in 2017-2018. VVUHSD contracted with Panorama Education to administer climate and social-emotional surveys to staff, families and students, and has opted to use this data to determine school climate and school safety.
Panorama Education 2017-2018
Staff Feedback Survey- Sense of Belonging
This school is a supportive place to work?
Strongly Agree/Agree - 79%
This school promotes trust and collegiality among staff:
Strongly Agree/Agree - 71%
This school promotes personnel participation in decision-making that affect school practiced and policies?
Strongly Agree/Agree - 66%

Panorama Education 2017-2018
Staff Feedback Survey- Safety
Lack of respect of staff by students:
Insignificant/Mild Problem - 43%
Harassment or bullying among students:
Insignificant/Mild Problem - 57%
Physical fighting between students:
Insignificant/Mild Problem - 56%
Disruptive behavior by students:
Insignificant/Mild Problem - 32%

Expected 2017-2018
Is a safe place for staff:
Middle School - 77% High School - 94%
Is a safe place for students:
Middle School - 83% High School - 94%
Has sufficient resources to create a safe campus:
Middle School - 45% High School - 68%

#5
Safety Restraint Data- Number of incidents of restraint (Local Data)
2016-2017 Baseline
Adelanto HS 12
Silverado HS 29
Goodwill HS 1
Victor Valley HS 24

Expected 2017-2018
Adelanto HS 10
Silverado HS 27
Goodwill HS 0
Victor Valley HS 22

Safety Restraint Data- Number of incidents of restraint (Local Data)
2017-2018
Adelanto HS 4
Silverado HS 34
Goodwill HS 0
Victor Valley HS 19

#6 District Expulsion Data (Local Data) Baseline 2016-2017 81 Students Expected 2017-2018 73 Students	District Expulsion Data (Local Data) 2017-2018 87
#7 Williams Report - January 19, 2017 - Facilities Baseline 2016-2017 •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 Expected 2017-2018 •Extreme Deficiencies: None Observed •Good Repair Deficiencies: less than two sections	Williams Report - November 16, 2017 - Facilities 2017-2018 • Extreme Deficiencies: Section 7: Emergency Exit Sign Repair • Good Repair Deficiencies: Section 7: Fire extinguisher out of date, wheel chair lift repair Section 8: Lights missing or not working Section 10: Two drinking fountains turned off Section 11: Electric hand dryer broken

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
Maintain a district-wide safety committee who will support district safety though/by: • Exploring the possibility of utilizing a classified security employee to act as a district lead to ensure all safety and & security objectives are implemented, monitored and to provide support for site safety officers. • Revising a 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. • 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	VVUHSD moved forward with several areas of support for this action. Although a district security lead was not implemented, the taring of the security officers at all schools increased this year. Each school site provided revised safety plans to the risk management manager who is using the information to organize formal, full scale safety drills involving law enforcement and fire for the 2018-2019 school year. Complete site assessments were done for all emergency containers on each school site and a plan is being developed to ensure safety/emergency supplies are in place for the 2018-2019 school year. Each school site is now submitting a safety drill calendar. The district office will conduct a full scale safety drill as well in the 20180-219 school year. (See Goal 5, action/services 5.4)	$0	$0

calendar of required safety drills (fire, earthquake, and intruder) in compliance with California Education Code, to include submission of evidence to Risk Management. • Providing input on the planning and implementation of regular staff trainings on safety-plans district-wide.			

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Explore grants to fund increased safety precautions. Include the possibility of targeted grants for at-risk, low income and foster youth who may display at-risk behaviors such as classroom disruptions, attendance issues, etc.	This action was not completed during the 2017-0218 school year. (See Goal 7, Action/services 7.1)	$0	$0

Action 3

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

Establish a school site crisis team led by a site administrator with essential personnel to support students and staff in a crisis. Provide training for the team and establish crisis protocols, mental health issues and socio-emotional support skills which staff is informed about annually.	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. (See Goal 5, Action/service 5.4)	Amount $0	$0

Action 4

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

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 student safety and SARB.	Based on the evaluation of safety data for the district, VVUHSD determined the need to bring back probation officers and two school resource officers through contract with the sheriff's department. There is a possibility of hiring a third SRO due to the increase crime activity in the neighborhoods surrounding some of our schools. The SROs provided support for the weekly SARB hearings held at the distinct office. Probation officers provided on campus support classes in areas such as substance abuse and anger management. They also completed home visits and provided support to the administrator over attendance with chronic absentees.	Amount $435,982.00 Source LCFF Budget Reference Resource 0400 Judicial Services 5824 Mgmt LC08	Resource 0400 $317,677.00 Judicial Services 5824 Mgmt LC08

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 8 were implemented and will continue to be an area of focus in the new LCAP plan. The data collected from the Panorama surveys indicates low percentage rates on the perception of safe schools by students (66%), staff (52%) and families (79%) . Safety plans are continuously being reviewed and approved by the governing board. Safety training is provided through on-site and web-based programs. The safety committee is still in the organization stages and the next steps of including additional stakeholders and community organizations are a priority for the upcoming year. One area of focus will be to ensure safety and emergency supplies to all school to ensure proper support in case of a disaster or emergency.

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 8 actions and services, the district must continue to focus on student and staff safety with an understanding regarding student physical safety and socio-emotional well-being. Although the student, staff and family surveys indicated the district has positive climate of support academic learning and communicates knowledge about rules, norm and discipline and they feel it is fairly implemented,the data for safety was the lowest for all three groups. The district will administer the climate and SEL surveys at the beginning of the 2018-2019 school year and arrange professional development for site administrators and teacher to use the data to positively impact student academic achievement and emotional well-being at the classroom level.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences are reported due to the fact there were no budgeted expenditures for this goal.

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.

Goal 8 has been has been merged to be part of Goal 2 for the 2018-2019 LCAP year. Of the four actions and services for this goal, most have remained the same but have been moved to new a goal. The only action removed from the 2018-2109 plan was Action/Service 8.2 due to the fact that the action has not been complete for two year and the stakeholders agreed to remove it.
- 2017-18 Goal 8, Action/Service 8.1 was moved to Goal 2, Action/Service 8.
- 2017-18 Goal 8, Action/Service 8.3 was moved to Goal 2, Action/Service 9.
- 2017-18 Goal 8, Action/Service 8.4 was moved to Goal 2, Action/Service 11.
The final decision to merge our goals, re-align our metrics and consolidate our actions was was based upon analysis of the annual update and the current data by stakeholder groups and the LCAP Advisory Committee.

Stakeholder Engagement

LCAP Year: 2018-19

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?

Introduction: 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 25 to 40 people every meeting. The LCAP Advisory Committee met 12 times on the following dates:
• September 19, 2017
• October 3, 2017
• November 7, 2017
• January 9, 2017
• February 6, 2018
• February 20, 2018
• March 6, 2018

• March 20, 2018
• April 3, 2018
• April 27, 2018
• May 1, 2018
• May 15, 2018
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 15, 2018.

2. Community Forum meetings regarding the Local Control Funding Formula and the district LCAP process was presented to the school sites and community on May 14th and May 31st, 2018. The plan goals were presented to the attendees and information was provided on how to provide comments, suggestion 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.

3. School site review of the LCAP goals, actions and services took place at specific School Site Council Meetings and ELAC meetings through 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. The Director of LCAP presented LCFF and LCAP information to five of the schools SSC meetings. The goal is to present at all eight schools for the 2018-2019 school year.

4. District parent meetings were held and the LCFF and LCAP were presented at the English Learner Advisory Committee (DELAC) on September 27th, November 29, 2017 and April 25, 2018. LCAP and LCFF was presented to District Advisory Committee (DAC) on September 27, 2017 and February 28th, 2018. 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 California Healthy Kids Survey in 2016-2017 and the Panorama Student Climate Survey and Student Socio-Emotional Learning Survey in 2017-2018. 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 district-wide. The forums were held on the following dates:

• April 6th, 2018 – University Preparatory School
• April 13th, 2018 – Lakeview Leadership Academy
• April 13th, 2018 – Victor Valley High School
• April 17th, 2018 – Silverado High School
• April 18th, 2018 – Adelanto High School
• April 23rd, 2018 – Goodwill High School
• April 25th, 2018 – Cobalt Institute of Math & Science
• April 26th, 2018 – Hook Junior High School
• February 28th, 2018 – Third Annual Student Food Tasting Event

During school site student forums, students were presented data from the CHKS and engaged in an activity in which they provided feedback on topics such as school connectedness, safety, adult support, drug and alcohol use 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 on December 14th, 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 2018-2019.
• A Public Hearing on the LCAP was held on June 25th, 2018.
• The School Board adopted the LCAP on June 27th, 2018.

LCAP Climate Surveys:

The district partnered with Panorama to administer two surveys this year to students, staff and families. The first survey is a about climate and the

secondary survey measures social-emotional learning. The survey results were shared with the LCAP Advisory Committee on May 1st, 2018 and provided to the school site principals to present at site parent meetings. The survey participation is below:
Parents responding – 735
Teachers/staff responding – 258
Students responding – 6,149

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 2016-2017 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 2018-2019 school year was significant.

The LCAP advisory committee, using feedback from other stakeholder groups, recognized that the district had 3 current goals that were very similar in their proposed impact on the district's intent to ensure the plan had a stronger focus on state priorities 2, 4, 7 and 8. The committee agreed that Goal 1 "Increase the number of students who graduate, on time, with viable college and career options", Goal 3 "Provide and encourage extensive career exploration opportunities through increased elective offerings and academic guidance", and Goal 4 "Expand interventions to graduate students, on time, prepared for college and career" were all extremely similar, with action/services which overlapped in the plan. The committee felt strongly these three goals could be combined to make one wide, overarching goal that directed the district toward their mission of a high quality education, helping students reach their full potential. The committee created our new 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."

The LCAP advisory committee, using feedback from other stakeholder groups, recognized that the district had 2 current goals that were very similar in their proposed impact on the district's intent to ensure the plan had a stronger focus on state priorities 1, 3, and 6. The committee discussed and concluded that Goal 2 "Develop a family engagement and support program to educate families, parents and guardians about students' post-graduation options", and Goal 8 "Ensure comprehensive safety standards for constantly evolving needs district-wide to include security and facilities", had actions/services that supported both the climate and parent involvement areas, and could be combined because of the nature of the activities and objectives outlined. The committee redeveloped the new goal with a stronger focus on safety but incorporated the emphasis of a culture of parent involvement to ensure the goal supports the district's mission. The new Goal 2 states "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."

The creativity and collaboration of the different stakeholder groups not only redesigned goal 1 and 2 for the district, they also evaluated goal 5 and determined the focus of the goal should shift from a narrow focus of professional development to the broader focus of working toward a culture of continuous improvement based on the current work of the district with the California Collaborative of Educational Excellence (CCEE). The nature of the work with CCEE has shifted the focus, and therefore a revision of goal 5 as well as the elimination of goals 2, 3 and 4 has placed this as new Goal 3. Goal 3 now states "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."

The final impact of the stakeholder involvement was the decision to keep goal 6 intact with no revisions and goal 7 with minor revisions. Goal 6 is now considered goal 4 and goal 7 is considered goal 5. Goal 5 (previously goal 7) originally stated "VVUHSD will increase student academic success through attendance, responsible behavior, positive attitudes, increased graduation rates, and preparation for college and career." The minor revisions to goal 5 were decided upon because a discussion ensued regarding how the goal was worded, and the goal did not reflect what the objective would be to increase student academic success. For example, by just stating attendance, what is the assumed action? The committee also felt the district strategic plan has multiple references to the wellness of our students and staff, yet our goal did not address this area. Therefore the committee agreed adjust the goal to read "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."

The 2017-2018 school year proved to be one of the most engaging and collaborative years yet, in which the stakeholders truly embraced the process of evaluating, and providing input to the 2018-2019 LCAP for VVUHSD. Their voice is clearly heard and although the intent of the original plan was to be a three year implementation, there are times when the voice of the stakeholders must be incorporated and the district is obligated to support the vision of their stakeholders. Our district has moved from 8 goals to 5 for the 2018-2019 plan but the new goals are truly a reflection of our district's' needs for the next two years.

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)

Modified

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% (2016-2017)
• 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 (2016-2017)
• 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 45.4%

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” 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 42.6 points and by 92.3 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	Target TBD per the California School Dashboard Fall 2018 Release
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	Target - TBD per the California School Dashboard Fall 2018 Release
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	Target - TBD per the California School Dashboard Fall 2018 Release
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	Target - TBD per the California School Dashboard Fall 2018 Release

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	Target - TBD per the California School Dashboard Fall 2018 Release
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	Target - TBD per the California School Dashboard Fall 2018 Release
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	Target TBD per the California School Dashboard Fall 2018 Release
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	Target - TBD per the California School Dashboard Fall 2018 Release

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 42% Grade 8 41% Grade 11 54%
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 26% Grade 11 22%
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 20% ELA Conditionally Ready 36% ELA Not Yet/Not Ready 48% Math Ready 8% Math Conditionally Ready 16% 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 - 3.9%

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	Target TBD upon 2018 ELPAC Score Release
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 - 26.9% Approaching Prepared - 18.9% Not Yet Prepared - 54.2%
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	TBD based on the Fall 2018 Release of the ELPAC Scores
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	Unchanged

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	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	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

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.	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.	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.

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. $150,798.00 2. $576,998.00 3. $28,908.00
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) 3. LCFF - SCG (English Learner)

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 3. Resource 0790 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)**
Specific Student Groups, Foster Youth, Homeless Youth, Low Income Youth	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
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

Specific Student Groups, Foster Youth, Homeless Youth, Low Income Youth, English Learners, Credit Deficient Students

Location(s)

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
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 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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	$102,401.00	$203,328.00	$203,328.00
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	Unchanged

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	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

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. $37,030.00
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	Unchanged

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, after-school tutoring and student progress monitoring by site EL Coordinator, ELD designated teachers and site administration.

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. $11,665.00 2. $25,520.00 3. $12,894.00
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 Incomce) 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 4331 Other 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	Unchanged

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. 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.

Budgeted Expenditures

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

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	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	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.	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.	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.

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)	1. LCFF - SCG (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 TRravel & 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	Unchanged

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

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. $2,635,036.00 2.$47,790.00 3.$47,790.00
Source	LCFF	LCFF - SCG (At-Risk) Title 1 Title II	LCFF - SCG (At-Risk) Title 1 Title II

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 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

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

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	Unchanged

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 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.	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.

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	1. $100,000.00 2. $100,000.00
Source	1. LCFF 2. Title I (District)	1. LCFF - SCG (At-Risk) 2. LCFF - SCG	1. LCFF - SCG (At-Risk) 2. LCFF - SCG
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	1. Resource 0400 Computers & Other Hardware 4440 Computer/Tech \Related Services 5840 Mgmt LC01 2. Resource 0000 Computers & Other Hardware 4440 Mgmt REFR

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	Unchanged

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	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.	learning opportunities with a focus on target student groups to increase academic achievement.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$100,000.00	1. $431,674.00 2. $37,211	1. $431,674.00 2. $37,211
Source	LCFF	Title I (Site) Title I (District)	Title I (Site) 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	Unchanged

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.	(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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1. $523,886.00 2. $25,850.00	$5,000.00	$5,000.00
Source	1. Title I (Site) 2. EIA/LEP	LCFF-SCG (At-Risk)	LCFF-SCG (At-Risk)
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	Unchanged

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	(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.	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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$52,712.00	$250,881.00	$250,881.00
Source	Title II (District)	LCFF-SCG (At-Risk)	LCFF-SCG (At-Risk)
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	Unchanged

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	(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.	extra duty pay for activities and job duties related to the Bridge Program that extend beyond the contractual day.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$20,000.00	$5,525.00	$5,525.00
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	Unchanged

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.	(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.

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	$0 - Amount to be determined based on 2018-19 carry over funding
Source	LCFF	College Readiness Block Grant	College Readiness Block Grant
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	Unchanged

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.	(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.

Budgeted Expenditures

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

Source	N/A	Title I	Title I
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	Unchanged
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.	(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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$77,754.00	$77,754.00
Source	N/A	LCFF - SCG contribution to Special Education	LCFF - SCG contribution to 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	Unchanged
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.	(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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$282,906.00	$282,906.00
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)**
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
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.	(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.

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 #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	Unchanged

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:	(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.	• 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.

Budgeted Expenditures

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

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	(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 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.	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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Amount	N/A	$780,378.00	$780,378.00
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 Other 4390 Computer Tech Equip 4440 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	Unchanged

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	(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

	staff meetings to focus on chronic absenteeism and increase use of SARB process.	staff meetings to focus on chronic absenteeism and increase use of SARB process.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	1. $8,000.00 2. $57,000.00	1. $8,000.00 2. $57,000.00
Source	N/A	Title I LCFF-SCG (At-Risk)	Title I LCFF-SCG (At-Risk)
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	Unchanged

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	(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

	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.	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	$420,555.00
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 2XXXX 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	Unchanged

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)	(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.	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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$9,0000.00	$9,0000.00
Source	N/A	LCFF-SCG (At-Risk)	LCFF-SCG (At-Risk)
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)

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
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.	(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.

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 #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	Unchanged

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

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 #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	Unchanged

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.	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.

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)

Modified

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% (2016-2017)
• 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 (2016-2017)
• 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 42.6 points and by 92.3 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.	2018-2019 Target - TBD based on the Fall 2018 release of the 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.	2018-2019 Target TBD based on the Fall 2018 release of the 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.	2018-2019 Target TBD based on the Fall 2018 release of the 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.	2018-2019 Target - TBD based on the Fall 2018 release of the 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.	2018-2019 Target - TBD based on the Fall 2018 release of the California School Dashboard.
6) Graduation Rate Special Needs (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.	2018-2019 Target - TBD based on the Fall 2018 release of the 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.	2018-2019 Target - TBD based on the Fall 2018 release of the 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.	2018-2019 Target - TBD based on the Fall 2018 release of the 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 42% Grade 8 41% Grade 11 54%
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 26% Grade 11 22%
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 - 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. Support for Academic Learning - 91% 2. Student Fairness & Discipline - 89% 3. Sense of Belonging - 87% 4. Safety - 83%

18) Staff Survey-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. Support for Academic Learning - 89% 2. Student Fairness & Discipline - 81% 3. Sense of Belonging - 70% 4. Safety - 56%

19) Student Survey - 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: Student Climate Survey School Connectedness (high) Gr. 7=67% Gr.9=52% Gr.11=49% Academic Motivation (high) Gr. 7= 81% Gr.9=71% Gr.11=68% High Expectations (high) Gr. 7=71% Gr.9=61% Gr.11=58%

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 - 26.9% Approaching Prepared - 18.9% Not Yet Prepared - 54.2%
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 - 3.9%
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

Cobalt Institute of Math &
Science--
2 LOCKDOWN 1
EARTHQUAKE 4 FIRE

Hook Junior High School--
1 LOCKDOWN 1
EARTHQUAKE 1 FIRE

Lakeview Leadership
Academy--
1 LOCKDOWN 1
EARTHQUAKE 1 FIRE

Adelanto High School--
2 LOCKDOWN 1
EARTHQUAKE 4 FIRE

Silverado High School--
3 LOCKDOWN 2
EARTHQUAKE 1 FIRE

Victor Valley High School-

Goodwill High School --
2 LOCKDOWN 2
EARTHQUAKE 2 FIRE

Cobalt Institute of Math &
Science--
2 LOCKDOWN 2
EARTHQUAKE 4 FIRE

Hook Junior High School--
2 LOCKDOWN 2
EARTHQUAKE 4 FIRE

Lakeview Leadership
Academy--
2 LOCKDOWN 2
EARTHQUAKE 4 FIRE

Adelanto High School--
2 LOCKDOWN 2
EARTHQUAKE 2 FIRE

Silverado High School--
2 LOCKDOWN 2
EARTHQUAKE 2 FIRE

Victor Valley High School-

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-

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

	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	Unchanged

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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1. $16,000 2. N/A	1. $73,694.00	1. $73,694.00

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 Materials & Supplies 4XXX Other Contracts 5808 Mgmt PARE

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

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

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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$5,000.00	$54,068.00	$54,068.00
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	Schoolwide	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 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.	(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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$258,073.00	$102,538.00	$102,538.00
Source	LCFF	LCFF-SCG (At-Risk)	LCFF-SCG (At-Risk)

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	Unchanged

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.

Budgeted Expenditures

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

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	Provide support for a Parent Center at school sites who have employed a Family Engagement Liaison. The Family Engagement Liaison will support and monitor	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.	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 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.

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. $243,741.00 2. $47,617.00
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	(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.	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.

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 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 2.10 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,	(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,

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	$50,712.00	$50,712.00
Source	N/A	LCFF-SCG (At-Risk)	LCFF-SCG (At-Risk)

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	Unchanged

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.	(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.

Budgeted Expenditures

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

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

Modified

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 - 3.9%
2) District Dropout Rate - Hispanic/Latino (Dataquest)	2015-2016 - 5.3%	2016-2017 - Target 3.3%	Target - 1.5%	Target > 1%
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 > 1%

5) District Dropout Rate White (Dataquest)	2015-2016 - 6.1%	2016-2017 - Target 4.0%	Target - 4.0%	Target - 2.0%
6) District Dropout Rate Two or More Races (Dataquest)	2015-2016 - 7.2%	2016-2017 - Target 4.1%	Target - 6.6%	Target - 4.6%
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 26% Grade 11 22%
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	Unchanged
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.	(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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$12,000.00	$31,000.00	$31,000.00
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	Unchanged

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.	(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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1. $20,145.00 2. $5,000.00	$376,845.00	$376,845.00
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	Unchanged

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.	(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.

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. $72,335.00 2. $289,337.00
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)

Modified

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 parent and staff based on the California School Staff Survey (CSSS) and the California School Parent Survey (CSPS) by WestEd.
• Williams quarterly report on instructional material, facilities and teacher assignment.

Expected Annual Measureable Outcomes

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

1) School Climate Survey - 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. School Connectedness (high) Gr. 7=67% Gr.9=52% Gr.11=49% 2. Academic Motivation (high) Gr. 7= 79% Gr.9=71% Gr.11=68% 3. High Expectations (high) Gr. 7=71% Gr.9=61% Gr.11=58%

2) School Climate Survey - 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. Support for Academic Learning - 91% 2. Student Fairness & Discipline - 89% 3. Sense of Belonging - 87% 4. Safety - 83%

3) School Climate Survey - 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. Support for Academic Learning - 89% 2. Student Fairness & Discipline - 781% 3. Sense of Belonging - 70% 4. Safety - 56%
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	Unchanged

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.	(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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$6,000.00	$6,000.00
Source	N/A	LCFF-SCG (At-Risk)	LCFF-SCG (At-Risk)
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	Unchanged

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 will complete the CU/CSU college entrance requirements for graduation and/or a district approved alternative pathway beginning with the class

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

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 - 1.9%
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) School Climate Survey - WestEd "California Healthy Kids Survey" (CHKS-2016-17) (Panorama 2017-18)	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. Targets Student Climate Survey 1. School Connectedness (high) Gr. 7=67% Gr.9=52% Gr.11=49% 2. Academic Motivation (high) Gr. 7= 79% Gr.9=71% Gr.11=68% 3. High Expectations (high) Gr. 7=71% Gr.9=61% Gr.11=58%

6) School Climate Survey - WestEd "California School Parent Survey" (CSPS-2016-17) (Panorama 2017-18)	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. Support for Academic Learning - 91% 2. Student Fairness & Discipline - 89% 3. Sense of Belonging - 87% 4. Safety - 83%

7) School Climate Survey - WestEd "California School Staff Survey" (CSSS-2016-17) (Panorama 2017-18)	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. Support for Academic Learning - 89% 2. Student Fairness & Discipline - 781% 3. Sense of Belonging - 70% 4. Safety - 56%
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 5.7% English Learners 3.8% Foster Youth 15.3% Homeless 4.3% Low Income 5.4% Special Needs 13.4% African American 12.6% Hispanic 2.1% Two/More Races 11.2% White 4.0%
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	Target TBD per the California School Dashboard Fall 2018 Release
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 10.5%

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	Unchanged

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.	(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.

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)	LCFF-SCG (At-Risk)
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	Unchanged

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.	(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.

Budgeted Expenditures

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

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.