LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

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 [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: 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	Victor Valley Union High School District		
Contact Name and Title	Ron Williams, Superintendent	Email and Phone	rwilliams@vvuhsd.org (760)955-3201 Ext. 10202

2017-20 Plan Summary

THE STORY

Briefly 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 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 and local data presented throughout the course of the 2016-2017 school year. The release of the California School Dashboard in March of 2017 also provided valuable data toward the revision of the current LCAP. The areas in which the stakeholders identified as significant in term of need are:

- VVUHSD must increase the overall academic achievement and acquisition of the English language for all English Learner (EL) Students. The data indicated the 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, Goal 4, Action/service 4.11 and Goal 5, Action/service 5.3)
- VVUHSD must increase and improve upon the research-based strategies used in the implementation of California State Standards in English, Mathematics, NGSS 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 measure by the California Health Kids Survey and support a reduction in the number of grades of "D" and "F" therefore increasing the likelihood students will graduate from high school on time and prepared for college and career. (Goal 1, Action/service 1.9, Goal 2, Action/service 2.1 and Goal 5, Action/service 5.3)
- VVUHSD must facilitate a reduction in suspension and expulsion, increase student attendance and increase graduation rates through the alignment of all services normally under the supervision of the Student Services Division. These targeted programs and policies will be consolidated and revised under a Director of Comprehensive Student Support. 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 & 1.4, Goal 2, Action/service 2.2, Goal 4, Action/services 4.3 & 4.7, Goal 5, Action/service 5.3, Goal 7, Action/services 7.1 & 7.3 and Goal 8, Action/services 8.2 & 8.3)
- VVUHSD must ensure that technology resources are integrated across the curriculum and are woven into the fabric of instruction. 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, and classroom management software. (Goal 1, Action/services 1.11, 1.12 & 1.16, Goal 4, Action/service 4.2, Goal 5, Action/service 5.3 and Goal 6, Action/service 6.2)

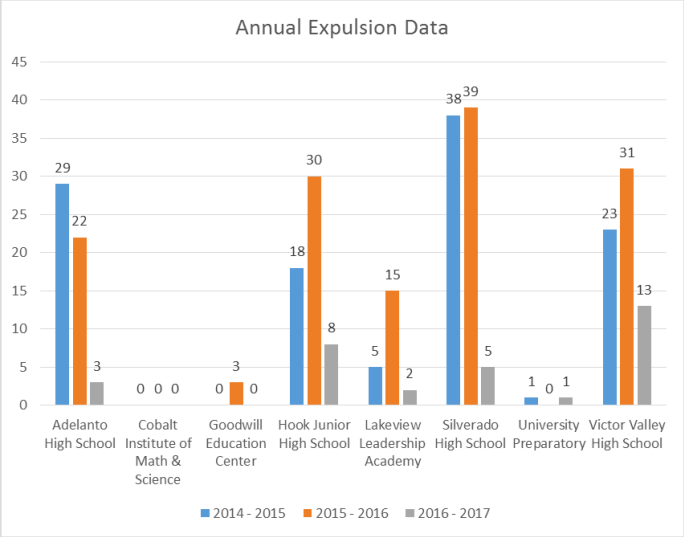
REVIEW OF PERFORMANCE

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 significant data related to the LCAP goals, LCAP actions/services, state metrics and indicators and have determined the following areas of greatest progress:

- Increase of student enrollment in A-G coursework, therefore an increase in the number of students completing the A-G requirements to enter into a California State University or University of California setting. The increase noted has been 3.2% from 2014-2015 to 2015-2016 with a goal of increasing it by 5% annually until VVUHSD is equal to or above state average which is 45.4%. In addition, VVUHSD is increasing the number of courses that are A-G approved, with significant work in the area of Career Technical Education. The number of CTE courses available to students has increased from 39 in 2014-2015 to 48 in 2016-2017.
- Reduction of suspensions/expulsions based on data form the California School Dashboard as well as local data. Expulsions have experienced a significant reduction due to other means of correction and the district-wide implementation of PBIS.



- The suspension rate for our schools has experienced a steady decline. The district still desires an even lower rate based on the California Model Five-by-Five Placement report and the data still show a disproportionality with target student groups. There is still clear evidence for the need for training and school site support in areas such as other means of correction, PBIS and cultural proficiency.

2016-2017 Total Suspensions (students, incidents & days) as of April 12, 2017

cd	nm	CBEDS 16/17	#of Stu SUSP	SUSP Incidents	Total SUSP Days	HSP # of stu	HSP # of Incidents	HSP Total Days	White # of stu	White # of Incidents	White Total Days	Black # of stu	Black # of Incidents	Black Total Days
21	Victor Valley High School		119	182	569	54	82	262	8	11	20	52	85	264
23	Goodwill Education Center		33	56	203	14	26	91	2	2	8	17	28	104
24	Silverado High School		120	147	326	49	63	129	12	14	23	55	65	159
25	University Preparatory		12	12	27	9	9	19	1	1	5	0	0	0
29	Adelanto High School		124	199	517	62	93	211	7	13	27	62	100	274
45	Hook Junior High School		142	240	505	71	120	253	9	10	19	57	99	206
45	Cobalt Institute of Math & Science		13	13	29	9	9	19	2	2	4	2	2	4
46	Lakeview Leadership Academy		150	255	525	79	124	277	20	31	53	49	94	193

2015-2016 Total Suspensions (students, incidents & days)

cd	nm	CBEDS 15/16	#of Stu SUSP	SUSP Incidents	Total SUSP Days	HSP # of stu	HSP # of Incidents	HSP Total Days	White # of stu	White # of Incidents	White Total Days	Black # of stu	Black # of Incidents	Black Total Days
21	Victor Valley High School		145	227	576	63	90	255	13	18	42	65	113	268
23	Goodwill Education Center		33	65	212	17	28	96	0	0	0	13	20	100
24	Silverado High School		141	205	616	61	77	146	8	9	27	96	116	345
25	University Preparatory		26	27	59	18	19	41	3	3	8	0	0	0
29	Adelanto High School		179	286	865	70	92	264	5	5	16	104	191	591
45	Hook Junior High School		149	291	621	70	129	190	13	28	49	62	130	284
45	Cobalt Institute of Math & Science		16	20	39	13	14	26	1	1	2	3	4	8
46	Lakeview Leadership Academy		121	259	552	66	116	258	13	23	47	48	109	221

- Victor Valley Union High School District increased in the number of students enrolled in AP courses from 709 in 2011-2012 to 1,099 in 2015-2016. We currently have 1,292 students enrolled. 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 exam taken in 2015-2016 were 1,999 with 468 or 23% receiving a score of 3 or higher. This pass rate is an increase of 27.9% or 130 students over the number of

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 1 school in red (very high rate of suspension) for the data reporting year of 2014-2015. The district overall indicator is yellow (very high, 14.5% but declined significantly by 3.9%). Local data for 2015-2016 indicates a suspension rate of 9.0% and currently as of April of 2017, a suspension rate of 5.4%.

- 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 establishment of a Director of Comprehensive Student Support with the responsibility of monitoring suspensions monthly and providing support and professional development in other means of correction will positively impact the rate of suspension. The implementation of a CEIS plan that will include training in Multi-Tiered Systems of Support will also 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. The decrease of counselor to student ratio is also a need. A clear focus on disproportionally is required with continued professional development in cultural proficiency. (LCAP Goal 1)

2. The VVUHSD English Learner Progress indicator reported 2 schools in red (very low progress) and 4 schools in orange (low 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 planning district-wide professional development in the area of quality teaching of English Learners. The Coordinator for English learners will begin monthly meetings with the school site EL coordinators to ensure the monitoring and intervention of EL students. 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, Goal4)

3. The VVUHSD Graduation Rate indicator reported 1 school in red (very low 78.7%) and 1 school in orange (low 79.2%) for the data reporting year of 2015-2016. The district overall indicator is orange (low 82.8% and declined 1.5%) with 7 target student groups in the low or very low category as well, English Learners, Socio-economically disadvantaged, African American, Hispanic, White, and Students with Disabilities and Asian respectively. The district dropout rate is 21.2% for 2015-2016 which is currently higher than the state average of 9.8% and the county average of 10.4%. The dropout rate has risen from 17.2 in 2041-2015 which is a 4% 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 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 student 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, there is the planned expansion the adult education program 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, Goal 4, and Goal5)

4. The VVUHSD English Language Arts indicator reported 1 school in red (very low 74.9 points below level 3) and 1 school in orange (low 23.3 points below level 3) for the data reporting year of 2015-2016. The district overall indicator is yellow (low 42.6 points below level 3) but experienced a 2.1 point increase from the prior year. The LEA currently has 2 target student groups in the low or very low category as well, English Learners and African American, 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 will redesign the current walkthrough data collection tool to provide evidence of standards-based instruction as well as engagements strategies. 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)

5. The VVUHSD Mathematics indicator reported 1 school in orange (low 128.9 points below level 3 with a 14.4 % increase from prior year) for the data reporting year of 2015-2016. The district overall indicator is yellow (low 92.3 points below level 3) but experienced an 11.6 point increase from the prior year. The LEA currently has 2 target student groups in the low or very low category as well, English Learners and Socioeconomically Disadvantaged, respectively. 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.

- VVUHSD will continue to provide high quality professional development in the implementation of the California State Standards and the Eight Mathematical Practices though 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. The district will redesign the current walkthrough data collection tool to provide evidence of standards-based instruction as well as evidence of the eight mathematical practices. 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 4)

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:

- Graduation Rate = Orange, Low Status of 82.8% and declined 1.5%
- English Language Arts = Yellow, Low Status of 42.6 point below level 3 and maintained with a 2.1% increase.
- Mathematics = Yellow, Low status of 92.3 points below level 3 and increased 11.6 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 African American demonstrated a significant performance gap by falling into the Red category and averaging 73.2 points below level three. A second group that performed significantly lower is the Students with Disabilities, who scored 143.6 points below level three, although they did not receive a color designation based on the rubric.
- In Mathematics, the target group that scored two levels below district-wide proficiency is English Learners. The group is designated as Red and scored 118.2 points below level three and maintained minimally with an increase of 0.9 points.
- Students who are English learners, foster youth or low-socioeconomic are still performing below their counterparts but not at rates that are two or more performance standards difference.

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.

INCREASED OR IMPROVED SERVICES

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.

- The district has established a strong focus on English Learners by implementing district-wide professional development in the teaching and support for EL and RFEP students as well and redesigning and implementing a monitoring programs that will provide indication of struggling student performance in order to provide early and proper interventions.
- The population of students identified as foster youth has grown in the high desert region and the professional development with ACSA Equity Institute in the areas of socio-emotional wellness and cultural proficiency 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. This will also provide support for college and career readiness.
- The addition of a coordinator of comprehensive student support will allow the district to focus their efforts in a targeted and laser-like approach ensure students' needs are being met inside and outside of the classroom.

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	$121,105,362.52
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$8,035,790.00

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 $113,069,752.52 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.

$103,150,951.00	Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-2017

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

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 ☒ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5 ☒ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. Increase the number of pupils who are on track to graduate from VVUHSD college and career ready
Metric: Student Achievement / Student Engagement / Performance on CAASPP, Graduation Rate, Graduates completing UC/CSU Required Courses, AP Enrollment, AP pass rates, EAP results
Metric: Course Access/ Aeries data on course enrollment
Local Metric: Other Student Outcomes/ Semester grades/ Benchmark data

2. Provide for a 2% increase in graduation for the following target groups: Hispanic, Asians, Filipino, African American, White, English Learners, Special Ed Low Income and Foster Youth
Metric: Student Achievement / Student Engagement) / Performance on SBAC tests, Graduation rates, Graduates Completing UC/'CSU Required Courses

3. Reduction in the Dropout rate by 2% for all target groups
Metric: Middle School Dropout rate. High School Dropout rate, High School Graduation rate

ACTUAL

Metric Outcomes, Most Recent Official Data Available				
Description	**2014-2015**	**2015-2016**	**2016-2017**	**Met/Not Met 14/15 to 15/16**
CAASPP Proficiency ELA Grade 7	30.0%	32.0%		Met
CAASPP Proficiency ELA Grade 8	32.0%	31.0%		Not Met
CAASPP Proficiency ELA Grade 11	47.0%	45.0%		Not Met
CAASPP Proficiency Math Grade 7	13.0%	18.0%		Met
CAASPP Proficiency Math Grade 8	16.0%	14.0%		Not Met
CAASPP Proficiency Math Grade 11	21.0%	17.0%		Not Met

4. Increase pupil attendance by 2%
Metric: Student Engagement/ School Attendance, Chronic Absenteeism rates

5. Reduce the number of suspensions by 3% district-wide and for all target groups
Metric: School Climate Student / Suspension rates
Metric: Student Achievement/ Graduates Completing UC/CSU Required Course
Metric: Student Achievement/ CAASPP and Subgroup Performance
Local Metric: Aeries data on enrollment

6. Increase enrollment in AP Courses by 2%
Metric: Student Achievement/ Share of students enrolled in AP courses

7. Increase AP pass rate by 2%
Metric: Student Achievement/ Share of students that pass AP exams with a 3 or higher

8. Monitor the rate of college bound pupils
Metric: Student Achievement/Graduates Completing UC/CSU Required Courses

9. Continue partnership with UC Berkeley Chancellor's Office for Destination College
Local Metric: Contract with Destination College/ Student Surveys

10. Pupils provide their voice through forums and surveys
Local Metric: California Healthy Kids Survey/ Student Surveys

11. Increase by 3% of pupils attaining proficiency as measured by CASPP in grades 7, 8, and 11 in ELA and Math
Metric: Student Achievement/ Performance on CAASPP and Subgroup Performance

12. Decrease by 5% the number of pupils receiving a letter grade lower than C- in both ELA and Math
Metric: Other Student Outcomes/ D and F lists and student academic warnings
Local Metric: Aeries achievement data for core subject areas

13. Maintain and expand pupil internship opportunities through ROP
Local Metric: ROP/ CTE enrollment data and Perkins Grant data

CAASPP Proficiency ELA African American Gr.7 Gr. 8 Gr. 11	 20% 18% 35%	 21% 16% 30%		 Met Not Met Not Met
CAASPP Proficiency ELA Hispanic Gr. 7 Gr. 8 Gr. 11	 29% 34% 48%	 33% 31% 47%		 Met Not Met Not Met
CAASPP Proficiency ELA White Gr.7 Gr. 8 Gr. 11	 42% 38% 55%	 48% 48% 52%		 Met Met Not Met
CAASPP Proficiency ELA English Learner Gr. 7 Gr. 8 Gr. 11	 7% 11% 7%	 6% 3% 6%		 Not Met Not Met Not Met
CAASPP Proficiency ELA Special Education Gr. 7 Gr. 8 Gr. 11	 No Data No Data 5%	 4% 2% 8%		 TBD TBD Met
CAASPP Proficiency ELA Economically Disadvantaged Gr. 7 Gr. 8 Gr. 11	 27% 29% 45%	 30% 28% 43%		 Met Not Met Not Met
CAASPP Proficiency Math African American Gr.7 Gr. 8 Gr. 11	 6% 7% 8%	 8% 5% 8%		 Met Not Met No Change
CAASPP Proficiency Math Hispanic Gr. 7 Gr. 8 Gr. 11	 10% 15% 19%	 17% 14% 17%		 Met Not Met Not Met

CAASPP Proficiency Math White Gr.7 Gr. 8 Gr. 11	 27% 20% 30%	 33% 23% 24%		 Met Met Not Met
CAASPP Proficiency Math English Learner Gr. 7 Gr. 8 Gr. 11	 2% 4% 2%	 1% 2% 3%		 Not Met Not Met Met
CAASPP Proficiency Math Special Education Gr. 7 Gr. 8 Gr. 11	 No Data No Data 4%	 2% 0% 2%		 Met Not Met Not Met
CAASPP Proficiency Math Economically Disadvantaged Gr. 7 Gr. 8 Gr. 11	 11% 13% 18%	 15% 13% 15%		 Met No Change Not Met
College/Career Prepared		19.9%		Baseline
College/Career Approaching Prepared		16.3%		Baseline
College/Career Not Prepared		63.8%		Baseline
Increase in A-G Completion	23.3%	26.5%		Met
Total D and F Grades Reductions		7.2%	-2.3%	Met
Increase AP Student Enrollment		1,099	1,292	Met
Increase AP Exam Pass Rate	-1.2%	27.9%		Met
Graduation Cohort Rate	76.9%	72.9%		Not Met
District HS Dropout Rate	17.2%	21.2%		Not Met
Middle School Dropout Rate	2.4%	2.0%		Met
Suspension Rate District	9.3%	7.6%		Met

Suspension Rate Lakeview Leadership Academy	25.4%	18.5%		Met
Suspension Rate Cobalt Institute of Math & Science	6.5%	5.2%		Met
Suspension Rate Hook Junior High	35.1%	25.2%		Met
Suspension Rate Adelanto High School	22.0%	19.9%		Met
Suspension Rate Silverado High School	16.6%	8.6%		Met
Suspension Rate Goodwill Education Center	24.0%	13.0%		Met
Suspension Rate University Preparatory	31.0%	25.0%		Met
Suspension Rate Victor Valley High School	17.9%	17.7%		Met
Increase CTE Enrollment		2,151	2,501	Met
Minimum 4 Student Forums Held		14	6	Met
California Healthy Kids Survey Administered		Yes	Yes	Met
Employ Destination College Advisors by participating schools	5	4	Yes	Met
Increase District Enrollment	8,937	9,209	9,659	Met

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 **1.1.17**

	PLANNED	ACTUAL
Actions/Services	Align course offerings to provide all students the opportunity to complete the UC/CSU and CC entrance requirements for graduation and / or a district approved alternative career pathway beginning with the class of 2021.	Monthly counselor meetings were resumed in 2016-2017 and the goal of increasing the number of students enrolled in A-G approved courses, and encouraging more rigorous student academic plans were discussed and revisited frequently. Counselors receive training on the development and expansion of career pathways at all school sites. School sites also held career technical education expos at several locations to encourage enrollment in pathways.
Expenditures	BUDGETED $0	ESTIMATED ACTUAL $0

Action **1.2.17**

	PLANNED	ACTUAL	
Actions/Services	Provide specific professional development to support equitable access to UC/CSU/CC entrance for all counselors and career support staff.	Counselors and career support staff attended various conferences and workshops related to college and career student support. The district utilized Title II funding to provide the professional development and was able to reserve the Title I funds for future use. School sites used additional funds to provide counselors with additional professional development.	
Expenditures	BUDGETED $15,000 Res.3010 Obj.1220 Mgt.LCPR $2,466 Res.3010 Obj.3xxx Mgt.LCPR	ESTIMATED ACTUAL $4,438 Res.4035 Obj.5220 Mgt. LC07 $597.00 Res.0000 Obj.5220 Mgt.WELL $67.00 Res.0000 Obj.5220 Mgt.0000 $381	$5,829 Res.3010 Obj.5220 Mgt.0000 $52 Res.3010 Obj.5220 Mgt.LCFY $148 Res.3010 Obj.5220 Mgt.LCPR $342 Res.3010

	Res.0400 Obj.5220 Mgt.LC01	Obj.5220 Mgt.LYPR

Action **1.3.17**

	PLANNED	ACTUAL
Actions/Services	Form committees to explore career pathway options within the 15 industry sectors as identified by the CDE.	The coordinator of CTE established a curriculum advisory board and has begun to aligned all ROP and CTE course in order to create career pathways that will meet the requirement of the college and career indicator.
Expenditures	BUDGETED $6,000 Res.3010 Obj.1130 Mgt.LC01 $986 Res.3010 Obj.3xxx Mgt.LC01	ESTIMATED ACTUAL $3,832 Res.3010 Obj.1130 Mgt.LC01 $703 Res.3010 Obj.3xxx Mgt.LC01

Action **1.4.17**

	PLANNED	ACTUAL
Actions/Services	Continue partnership with Victorville Motors and It is a Gas to Go to Class.	Students participated in It's a Gas to Go to Class. All students with perfect attendance were entered into the drawing for a chance to win a free car. In the spring, 245 students participated. Also in the spring, 79 teachers and 108 classified staff participated in the event highlighting perfect attendance.
Expenditures	BUDGETED $0	ESTIMATED ACTUAL $0

Action **1.5.17**

	PLANNED	ACTUAL
Actions/Services	Provide for ongoing discussions regarding cafeteria food quality.	On March 8, 2017 the Nutritional Services Division held its second annual food tasting event for students. Students evaluated the potential lunch section using a rubric that ranged from taste to appearance.
Expenditures	BUDGETED $0	ESTIMATED ACTUAL $0

Action **1.6.17**

	PLANNED	ACTUAL
Actions/Services	Conduct pupil forums to monitor pupil engagement.	The Director of LCAP held 5 student forums, presented data on the California Healthy Kids Survey and elicited feedback from the students in areas such as school connectedness, safety, mental health and drug/alcohol use.
Expenditures	BUDGETED $0	ESTIMATED ACTUAL $0

Action **1.7.17**

	PLANNED	ACTUAL
Actions/Services	Assist foster youth with school engagement	School were provided an open purchase order to provide Foster Youth students with school extra-curricular items such as prom tickets, yearbooks, Gradnite tickets, etc. Counselors monitored who received the items, and under what expectations the items were provided.
Expenditures	BUDGETED $8,000 Res.3010 Obj.5886 $8,000 Obj. 4310 Mgt. LCFY	ESTIMATED ACTUAL $0 (transferred to 4310) Res.3010 Obj.5886 $14,350 Obj. 4310 Mgt. LCFY

Action **1.8.17**

	PLANNED	ACTUAL
Actions/Services	Provide every site with resources necessary to build a college-going environment at all schools with a focus on identified target groups.	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. used *The Leader in Me* program to guide activities; AVID strategies were employed in nearly all classes; 9th graders were counseled with 4-year plan and then a second time if they became credit deficient; and the principal discussed grades with all 9th graders throughout the year. The school sites implemented programs based on professional development training and additional expenses were not incurred. LCAP funds were funded a college visit to Victor Valley C.C. as a support for the college going environment but no additional instructional materials were purchased.
Expenditures	BUDGETED $40,000 Res.3010 Obj.4310 Mgt. LCLI	ESTIMATED ACTUAL $106 Res.3010 Obj.5720 Mgt.LCLI $810 Res.3010 Obj.5806 Mgt.LCLI

Action **1.9.17**

	PLANNED	ACTUAL
Actions/Services	Provide standard–aligned instructional materials to support classroom implementation of CCSS.	**T**he district completed the pilot of the potential English Language Arts materials for adoption in order to align our instructional program curriculum to the California State Standards and include the common core instructional shifts. The district adoption committee chose *MyPerspectives* by Pearson. The materials have been purchased and will be delivered by June 30, 2017. Math teachers used the newly adopted *Carnegie* materials this school year for Integrated I, II, and III. Middle school teachers continue to use their program, *GoMath!* adopted beginning with the 2016-2017 school year. The district will begin the process of adopting new History/Social

		Science materials for the 2017-2018 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.
Expenditures	BUDGETED $3,000,000 Res.0400 LCFF Obj.4110 Mgt.LC01	ESTIMATED ACTUAL $1,927,231 Res.0400 LCFF Obj.4110 Mgt.LC01

Action 1.10.17

Actions/Services	PLANNED Employ four FTE Intervention Teachers.	ACTUAL Employed five FTE Intervention Teachers at Lakeview L.A., Adelanto H.S., Victor Valley H.S. Silverado H.S., and Hook J.H.
Expenditures	BUDGETED $280,000 Res.3010 Obj. 1110 Mgt.LC01 $110,670 Res.3010 Obj.3xxx Mgt. LC01 Site funded	ESTIMATED ACTUAL $327,917 Res.3010 Obj. 1110 Mgt.LC01 $120,805 Res.3010 Obj.3xxx Mgt. LC01 Site funded

Action 1.11.17

Actions/Services	PLANNED Provide academic and career counseling to assist pupils.	ACTUAL All grade 9 students discussed the 4-year plan and graduation requirements with their counselor; the Intervention Counselor met with each credit deficient student and with those needing summer school.
Expenditures	BUDGETED $0	ESTIMATED ACTUAL $0

Action 1.12.17

Actions/Services	PLANNED Provide electronic databases for increased access to expository texts.	ACTUAL Teachers and students have been afforded access to Cengage's expository database. Between 2014-15 and 2016-17, we have maintained a consistent use district-wide, as measured by minutes of use, sessions, and retrieval of data. Funds from this account were under-utilized, due to the fact with three new adoptions recently, many of the electronic databases are included in the contract.
Expenditures	$27,000 Res.3010 Obj.5840 Mgt. LC01	ESTIMATED ACTUAL $0 Res.3010 Obj.5840 Mgt. LC01

Action **1.13.17**

Actions/Services	PLANNED Provide for necessary changes to infrastructure technology to stay current and meet the needs of students for college readiness.	ACTUAL TechEd eRate has made significant purchases to upgrade and improve the technology infrastructure at several school sites. The budget code was correct to 6140 and the funds were utilized to purchase additional equipment and contracted labor for installation.
Expenditures	BUDGETED $200,000 Res.0400 LCFF Obj.6450 Mgt.LC01	ESTIMATED ACTUAL $261,396 Res.0400 LCFF Obj.6450 (Transferred to Obj. 6140) Mgt.LC01(LC02)

Action **1.14.17**

Actions/Services	PLANNED Release time for teachers to refine and improve district pacing guides in ELA, Math, HSS and Science and extra duty for service on the Instructional Advisory Boards	ACTUAL VVUHSD successfully designed and implemented a series of Instructional Advisory Boards (IABs) to ensure teacher input and support for curricular decision-making and course offerings. 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 16 days or five distinct planning sessions at each grade level. Integrated I, II, and III worked on creating and revising RCD pacing guides and units

		during the school day. Several AP science teachers met for collaboration at the district office. AP History teachers also participated in collaboration across school sites as well. The title of the advisory groups was renamed to Curriculum Advisory Board for the 2017-2018 school year (CABs).
Expenditures	BUDGETED $38,000 Res.3010 Obj. 1140 Mgt. LCPR $4,931 Res.3010 Obj. 3xxx Mgt. LCPR $12,000 Res.3010 Obj. 1130 Mgt. LCPR $1,972 Res.3010 Obj.3xxx Mgt. LCPR	ESTIMATED ACTUAL $3,260 Res.3010 Obj. 1140 Mgt. LCPR $596 Res.3010 Obj. 3xxx Mgt. LCPR $14,525 Res.3010 Obj. 1130 Mgt. LCPR $2,656 Res.3010 Obj.3xxx Mgt. LCPR

Action **1.15.17**

Actions/Services	PLANNED Purchase additional instructional materials to assist Moderate to Severely disabled access to CCSS.	ACTUAL The LCAP designated specific finding to support the PAES job skills program for our Learning Handicapped program. The funds were to provide replacement materials for the job skills units. The program did not require replacement materials for the 20176-2017 school year, there for LCAP funds designated were not spent. The funds will be reserved and reallocated in the 207-2018 plan and materials are anticipated to be purchased.
Expenditures	BUDGETED $3,000 Res.0400 LCFF Obj.4310 Mgt.LC01	ESTIMATED ACTUAL $0 Res.0400 LCFF Obj.4310 Mgt.LC01

Action **1.16.17**

	PLANNED	ACTUAL
Actions/Services	Provide credit recovery support for low income, at promise pupils at the high school sites	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 funds set aside for each school site were for additional seats in the online program above and beyond the district contract, if needed. The district was able to enroll students in both APEX and GradPoint without using the additional funds set aside for targeted students. The funds will remain for the following year for increase credit recovery seats beyond the original contract totals.
Expenditures	BUDGETED $117,000 Res.3010 Obj.5840 Mgt. LCEL	ESTIMATED ACTUAL $116,799 Res.3010 Obj.5840 Mgt. LCEL Sites: 344, 431, 434, 439, 761

Action **1.17.17**

	PLANNED	ACTUAL
Actions/Services	Monitor Suspension and expulsion rates.	The school sites have designated an administrator to monitor suspension rates through Aeries using the discipline dashboard. The data is reviewed during administrative team meetings and shared with staff in order to reinforce the use of PBIS strategies and other means of correction. Expulsion rates are monitored by the expulsion process supervising administrator and shared with the LCAP Advisory Committee and Principals quarterly. The district has demonstrated a decline in suspensions and expulsions at all school sites for the previous two years.
Expenditures	BUDGETED $0	ESTIMATED ACTUAL $0

Action **1.18.17**

Actions/Services	PLANNED Increase the rate of reclassification of EL Pupils by 2% annually.	ACTUAL Due to the change in Assessment Reclassification criteria, we were unable to reclassify as many students as we had originally anticipated. We are currently working with EL site coordinators to organize a plan to increase our EL reclassification numbers. The reclassification criteria was presented for board approval in April in order to facilitate this action/service. According to site data, an additional 57 English Learners have been reclassified during the 16-17 school year. The funding budgeted for catering services were not utilized this school year. Most parent engagement meetings were provided light refreshments in lieu of catering.
Expenditures	BUDGETED $2,000 Res.0790 Obj.5890 Mgt.LCEL	ESTIMATED ACTUAL $0 Res.0790 Obj.5890 Mgt.LCEL $397 Res. 4203 Obj. 4331 Mgnt. 0000

Action **1.19.17**

Actions/Services	PLANNED Monitor R-FEP pupil achievement at 6, 12, 18 and 24 month intervals.	ACTUAL The district EL Program office has implemented a monitoring system for our R-FEP students. However, this was only at the 12, 18 and 24 month intervals. Many of our R-FEP students are demonstrating success and moving forward academically. The students who demonstrate a lack of performance will be addressed in the future with an intervention component being designed by the EL program team.
Expenditures	BUDGETED $0	ESTIMATED ACTUAL. $0

Action **1.20.17**

Actions/Services	PLANNED Ensure Foster Youth District Liaison has adequate training, knowledge, time and resources to carry out responsibilities	ACTUAL The Foster Youth District Liaison attended training and explored resources to carry out responsibilities to reduce the effects of mobility

	(Ed. Code 48853.5) to reduce the effects of mobility for our foster youth.	on our foster youth.
Expenditures	BUDGETED $5,000 Res.3010 Obj.5220 Mgt. LYPR	ESTIMATED ACTUAL $342 Res.3010 Obj.5220 Mgt. LYPR

Action **1.21.17**

Actions/Services	PLANNED District staff will attend and provide professional development on homeless and foster youth.	ACTUAL A team of seven district administrators and staff attended the CASCWA State Conference in order to gain additional knowledge regarding foster youth and homeless students' needs and legislation. The conference was paid out of Title II funding and therefore Title I funding was not utilized.
Expenditures	BUDGETED $5,000 Res.3010 Obj.5220 Mgt. LYPR	ESTIMATED ACTUAL $0 Res.3010 Obj.5220 Mgt. LYPR $3,299 Res. 4035 Obj. 5520 Mgt. 0000

Action **1.22.17**

Actions/Services	PLANNED Create, maintain and update a database for Foster Youth contact information.	ACTUAL The Central Enrollment Center created and maintained a database for Foster Youth and presented data at the February 23rd, 2017, LCAP Advisory Committee meeting.
Expenditures	BUDGETED $0	ESTIMATED ACTUAL $0

Action **1.23.17**

	PLANNED	ACTUAL
Actions/Services	Provide Foster Youth with needed school supplies upon identification.	Educational Services collaborated with the Central Enrollment Center to purchase school supplies and backpacks for enrolling foster youth and homeless students. Each school site was provided an open purchase order to maintain supplies at the sites for foster youth and homeless students, upon their identification after enrollment.
Expenditures	BUDGETED $5,000 Res.3010 Obj.4310 Mgt. LCFY	ESTIMATED ACTUAL $14,350 Res.3010 Obj.4310 Mgt. LCFY

Action **1.24.17**

	PLANNED	ACTUAL
Actions/Services	CWA provide workshops on suspensions, expulsions and other means of correction	VVUHSD does not have a formal office of Child Welfare and Attendance. The administrator in charge of expulsions and SARB provided several monthly workshops. The school sites sent an administrative representative to the workshop in order to gain information about the most recent legislation regarding student services and review district protocols for the expulsion and SARB processes.
Expenditures	BUDGETED $0	ESTIMATED ACTUAL $0

Action **1.25.17**

	PLANNED	ACTUAL
Actions/Services	Employ 6 FTE Intervention Counselors	VVUHSD employed 6 Intervention counselors at Victor Valley High School, Silverado High School, Adelanto High School, Hook Junior High School, Lakeview Leadership Academy, and Cobalt Institute of Math & Science.

	BUDGETED	ESTIMATED ACTUAL
Expenditures	$362,262 Res. 3010 Obj. 1220 Mgt. LC01 $144,569 Res. 3010 Obj. 3xxx Mgt. LC01 Site funded	$359,943 Res. 3010 Obj. 1210 Mgt. LC01 $139,688 Res. 3010 Obj. 3xxx Mgt. LC01 Site funded $50,913 Res. 0400 Obj. 1210 Mgt. LC01 $17,611 Res. 0400 Obj. 3xxx Mgt. LC01 Site funded

Action **1.26.17**

	PLANNED	ACTUAL
Actions/Services	Employ a Coordinator of English Learner Programs and Interventions.	VVUUHSD employed a Coordinator of English Learner Programs and Interventions beginning in December of 2016.
Expenditures	$54,897 Res. 4203 Obj. 1316 Mgt. LCEL $17, 388 Res. 4203 Obj.3xxx Mgt. LCEL $10,979 Res.3010 Obj. 1316 Mgt. LCEL $3,377 Res. 3010	$30,144 Res. 4203 Obj. 1316 Mgt. LCEL $9,482 Res. 4203 Obj.3xxx Mgt. LCEL $7,536 Res.3010 Obj. 1316 Mgt. LCEL $2,371 Res. 3010

Obj. 3xxx Mgt. LCEL $43,917 Res. 0790 Obj. 1316 Mgt. LCEL $13,508 Res. 0790 Obj. 3xxx Mgt. LCEL	Obj. 3xxx Mgt. LCEL $37,680 Res. 0790 Obj. 1316 Mgt. LCEL $11,853 Res. 0790 Obj. 3xxx Mgt. LCEL

Action **1.27.17**

	PLANNED	ACTUAL
Actions/Services	Employee two Technology Specialists.	VVUHSD began the 2016-2017 school year with two full time Technology Specialists. Due to a promotion, one position became vacant and remained vacant the remainder of the school year.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	$146,076 Res. 0400 Obj. 2213 Mgt. LC01 $71, 388 Res. 0400 Obj. 3xxx Mgt. LC01	$95,258 Res. 0400 Obj. 2213 Mgt. LC01 $40,287 Res. 0400 Obj. 3xxx Mgt. LC01

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, primarily due to the timeline for hiring of staff and unanticipated needs for additional staff to support full implementation of specifics actions. Areas in which staff were impacted were action/service 1.10.17, the hiring of five intervention teachers, action/service 1.26.17 late hiring of the EL Coordinator and action/service 1.27.17, the partial employment of the second technology specialist position. 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 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. In addition, the English Learner student group is performing below the district average as well as other target groups in areas including academic achievement, graduation rate and dropout rate.
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. Positions were filled and vacated based on different timelines. In addition, it was recognized early in the year that the need for intervention teachers would require additional staff to support and fully implement the goal. 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.
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 1 remain in place with minor modifications. A few actions and services were consolidated to support a new action/service in the new plan 1.7.17 and 1.23.17 were combined to create action/service 1.2; actions/services 1.20.17, 1.21.17, and 1.22.17 were combined to create action/service 1.4; actions/services 1.19.17 and 1.26.17 were combined to create 1.5; and actions/services 1.9.17 and 1.12.17 were combined to create 1.9. The following actions/services were removed because they are now institutionalized and have no financial impact on the plan: 1.4.17, 1.5.17, 1.6.17. Action/service 1.3.17 was embedded into action /service 1.7, 1.8 and 3.4. Action/service 1.11.7 is embedded in the job description of counselors and career technicians and does not need to continue to be an LCAP action. Action /service 1.17.17 was embedded into action/service 7.1.

Goal 2

Develop a family engagement and support program to educate parents and guardians about students' post-graduation options.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☐ 3 ☒ 4 ☒ 5 ☐ 6 ☒ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. Increase the number of pupils who are on track to graduate from VVUHSD college and career ready
Metric: Student Achievement ; Student Engagement/ Performance on CAASPP, Graduation Rate, Graduates completing UC/CSU Required Courses, AP Enrollment, AP pass rates, EAP results
Metric: Course Access/ Aeries data on course enrollment
Local Metric: Other Student Outcomes/ Semester grades

2. Provide for a 2% increase in graduation for the following target groups: Hispanic, Asians, Filipino, African American, White, English Learners, Special Ed Low Income and Foster Youth
Metric: Student Achievement; Student Engagement) / Performance on SBAC tests, Graduation rates, Graduates Completing UC/'CSU Required Courses

3. Reduction in the Dropout rate by 2% for all target groups
Metric: Student Engagement/Middle School Dropout rate, High School Dropout rate, High School Graduation rate

4. Increase pupil attendance by 2%
Metric: Student Engagement/ School Attendance, Chronic Absenteeism rates

5. Reduce the number of suspensions by 3%

ACTUAL

Metric Outcomes, Most Recent Official Data Available

Description	2014-2015	2015-2016	2016-2017	Met/Not Met
CAASPP Proficiency ELA Grade 7	30%	32%		Met
CAASPP Proficiency ELA Grade 8	32%	31%		Not Met
CAASPP Proficiency ELA Grade 11	47%	45%		Not Met
CAASPP Proficiency Math Grade 7	13%	18%		Met
CAASPP Proficiency Math Grade 8	16%	14%		Not Met
CAASPP Proficiency Math Grade 11	21%	17%		Not Met
CAASPP Proficiency ELA African American Gr.7 Gr. 8 Gr. 11	 20% 18% 35%	 21% 16% 30%		 Met Not Met Not Met

Metric: School Climate/ Student Suspension rates
6. Increase pupils enrolled in A-G classes by 2%
Metric: Student Achievement/ Graduates Completing UC/CSU Required Course
Metric: Student Achievement/ CAASPP and Subgroup Performance
Local Metric: Aeries data on enrollment

7. Increase enrollment in AP Courses by 2%
Metric: Student Achievement/ Share of students enrolled in AP courses

8. Increase AP pass rate by 2%
Metric: Student Achievement/ Share of students that pass AP exams with a 3 or higher

9. Monitor the rate of college bound pupils
Metric: Student Achievement/Graduates Completing UC/CSU Required Courses

10. Continue partnership with UC Berkeley Chancellor's Office for Destination College
Local Metric: Contract with Destination College/ Student Surveys

11. Pupils provide their voice through forums and surveys
Local Metric: California Healthy Kids Survey/ Student Surveys

12. Increase by 3% of pupils attaining proficiency as measured by CAASPP in grades 7,8, and 11 in ELA and Math
Metric: Student Achievement/ Performance on CAASPP and Subgroup Performance

13. Decrease by 5% the number of pupils receiving a letter grade lower than C- in both ELA and Math
Metric: Other Student Outcomes/ Academic Warnings and D and F grade lists
Local Metric: Aeries achievement data for core subject areas

15. Maintain and expand pupil internship opportunities through ROP
Local Metric: ROP/ CTE enrollment data and Perkins Grant data

15. Reduction in UCOP complaints
Metric: Basic Services / Williams Uniform Complaint Procedure

CAASPP Proficiency ELA Hispanic				
Gr. 7	29%	33%		Met
Gr. 8	34%	31%		Not Met
Gr. 11	48%	47%		Not Met
CAASPP Proficiency ELA White				
Gr.7	42%	48%		Met
Gr. 8	38%	48%		Met
Gr. 11	55%	52%		Not Met
CAASPP Proficiency ELA English Learner				
Gr. 7	7%	6%		Not Met
Gr. 8	11%	3%		Not Met
Gr. 11	7%	6%		Not Met
CAASPP Proficiency ELA Special Education				
Gr. 7	No Data	4%		TBD
Gr. 8	No Data	2%		TBD
Gr. 11	5%	8%		Met
CAASPP Proficiency ELA Economically Disadvantaged				
Gr. 7	27%	30%		Met
Gr. 8	29%	28%		Not Met
Gr. 11	45%	43%		Not Met
CAASPP Proficiency Math African American				
Gr.7	6%	8%		Met
Gr. 8	7%	5%		Not Met
Gr. 11	8%	8%		No Change
CAASPP Proficiency Math Hispanic				
Gr. 7	10%	17%		Met
Gr. 8	15%	14%		Not Met
Gr. 11	19%	17%		Not Met
CAASPP Proficiency Math White				
Gr.7	27%	33%		Met
Gr. 8	20%	23%		Met
Gr. 11	30%	24%		Not Met

CAASPP Proficiency Math English Learner Gr. 7 Gr. 8 Gr. 11	 2% 4% 2%	 1% 2% 3%		 Not Met Not Met Met
CAASPP Proficiency Math Special Education Gr. 7 Gr. 8 Gr. 11	 No Data No Data 4%	 2% 0% 2%		 Met Not Met Not Met
CAASPP Proficiency Math Economically Disadvantaged Gr. 7 Gr. 8 Gr. 11	 11% 13% 18%	 15% 13% 15%		 Met No Change Not Met
District Graduation Rate Hispanic/Latino	79.5%	76.6%		Not Met
District Graduation Rate Asians	76.9.%	80.7%		Met
District Graduation Rate Filipino	100.0%	88.2%		Not Met
District Graduation Rate African American	66.5%	61.5%		Not Met
District Graduation Rate White	79.8%	77.4%		Not Met
District Graduation Rate English Learners	65.0%	61.2%		Not Met
District Graduation Rate Special Education	53.0%	50.6%		Not Met
District Graduation Rate Low Income	76.2%	72.5%		Not Met
District Graduation Rate Foster Youth	53.3%	41.4%		Not Met
District Dropout Rate Hispanic/Latino	5.3%	5.3%		Not Met
District Dropout Rate Asian	2.4%	2.0%		Not Met
District Dropout Rate African American	6.5%	6.7%		Not Met
District Dropout Rate White	4.4%	6.1%		Not Met

District Dropout Rate Two or More Races	5.0%	7.2%		Not Met
Increase in A-G Completion	23.3%	26.5%		Met
District Annual Attendance Rate	93.72%	93.93%	96.52%	Met
District Annual Suspension Rate	9.3%	7.6%		Met
Increase in A-G Completion	23.3%	26.5%		Met
Increase AP Student Enrollment		1,099	1,292	Met
Increase AP Exam Pass Rate	-1.2%	27.9%		Met
Contract with UC Regents for Destination College Advisors		Yes		Met
Total D and F Grades Reductions		7.2%	-2.3%	Met
Increase CTE Enrollment		2151	2,501	Met
California Healthy Kids Survey School Connectedness (High) Grade 7 Grade 9 Grade 11		 55% 39% 34%	 52% 39% 35%	 Not Met Met Met
Williams Uniform Complaints Board Mtg 4/19/17		0	0	Met

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 **2.1.17**

	PLANNED	ACTUAL
Actions/Services	Invite parents to participate in college field trips with their students at both the middle and high school level.	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 Third Annual High Desert Latina Summit. College trips included campuses such as Victor Valley College, Cal State 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.
Expenditures	BUDGETED $10,000 Res.3010 Obj. 5720 Mgt.LCLI	ESTIMATED ACTUAL $206.25 Res.3010 Obj. 5720 Mgt.LCLI $16,652 Res.3010 Obj. 5806 Mgt.0000

Action **2.2.17**

Actions/Services	PLANNED Host bilingual presentations on high school planning and/ or college & career planning.	ACTUAL The EL Department was asked to present one bilingual presentation this year to promote college and career planning. This presentation was offered at University Prep and advertised to all district families to attend. The bilingual EL coordinator presented and therefore additional bilingual staff was not necessary nor needed compensation.
Expenditures	BUDGETED $4,000 Res.0790 Obj.5890 Mgt.LCEL $4,000 Res. 0790 Obj. 2230 Mgt. LCEL $950 Res.0790 Obj.3xxx	ESTIMATED ACTUAL $0 Res.0790 Obj.5890 Mgt.LCEL $0 Res. 0790 Obj. 2230 Mgt. LCEL $0 Res.0790 Obj.3xxx

	Mgt.LCEL	Mgt.LCEL

Action **2.3.17**

Actions/Services	PLANNED Hold annual meetings, led by certificated staff, with parents to educate / update parents on their child(ren)'s progress towards graduation and/ or college & career readiness.	ACTUAL 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. School sites did not utilize additional funds for these types of annual, reoccurring events. The money allocated through the LCAP planning process was not utilized by the site and will be reallocated in the 2017-2018 plan. The district will collaborate with school sites to track expenditures by the school sites if they incurred additional expenses for this action/service and if LCAP funds are not utilized in 17-18 plan.
Expenditures	BUDGETED $4,000 Res.3010 Obj.5890 Mgt.LCLI $4,000 Res. 3010 Obj. 2230 Mgt. LCLI $950 Res.3010 Obj.3xxx Mgt.LCLI	ESTIMATED ACTUAL $0 Res.3010 Obj.5890 Mgt.LCLI $0 Res. 3010 Obj. 2230 Mgt. LCLI $0 Res.3010 Obj.3xxx Mgt.LCLI

Action **2.4.17**

	PLANNED	ACTUAL
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.	Presentations are held throughout the year to prepare students for college and career readiness. Counselors annually put on grade level parent informational nights to share graduation requirements and navigating the world of higher education including application deadlines, financial aid, FAFSA and more. Workshops are held in the school site Family Engagement Centers focused on College & Career Readiness. Guest speakers have included College & Career Technicians to present information to parents to learn about the functions of a College & Career Center and what is available for their child and community members such as Wealth Preservation Advisors, LLC, present to parents on College Funding. Presentations have also included information for parents about Khan Academy and Bridge Programs to support their students with preparation for college entrance exams and higher achievement in the classroom. School sites also used site funding to provide refreshments as an incentive for parent participation.
Expenditures	BUDGETED $4,000 Res.3010 Obj.5890 Mgt.LC02 $4,000 Res. 0790 Obj.2230 Mgt. LCEL $950 Res.0790 Obj.3xxx Mgt.LCLI	ESTIMATED ACTUAL $1,123 Res.0000 Obj.4331 Mgt.DNTN $48 Res. 0000 Obj.4331 Mgt.0000 $4,375 Res.0003 Obj.5890 Mgt.PARE $30 Res.0790 Obj.4331 Mgt.0000 $1,340 Res.3010 Obj.4331 Mgt.PARE $328 Res.0000 Obj.4331 Mgt.0000 $4.375 Res.3010 Obj.5890 Mgt.PARE $397 Res.4203 Obj.4331 Mgt.0000

Action **2.5.17**

	PLANNED	ACTUAL
Actions/Services	Employ career technicians at all campuses.	We currently have 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.
Expenditures	BUDGETED $159,140 Res.0400 Obj.2410 Mgt.LC02 $89,029 Res. 0400 Obj. 3xxx Mgt. LC02	ESTIMATED ACTUAL $170,268 Res.0400 Obj.2410 Mgt.LC02 $70,340 Res. 0400 Obj. 3xxx Mgt. LC02

Action **2.6.17**

	PLANNED	ACTUAL
Actions/Services	Support DAC, SSC, ELAC and DELAC parents in learning more about educational initiatives (attendance at conference such as CABE).	The English Learner Program held monthly DELAC meetings to provide information as well as to support parents in learning more about educational initiatives and how to support their student. While all DELAC and ELAC parents were invited to attend CABE, one parent attended. The district EL Coordinator attended ELAC meetings to support sites and parents to answer questions/concerns about the program and share district initiatives.
Expenditures	BUDGETED $5,000 Res.0790 Obj.5886 Mgt.LCEL	ESTIMATED ACTUAL $3,957.10 Res.0790 Obj.5886 Mgt.LCEL

Action 2.7.17

	PLANNED	ACTUAL
Actions/Services	Offer Plazas Comunitarias for our Spanish-speaking parents.	A survey was sent out to parents to determine interest in Plazas Comunitarias through the Mexican Consulate. Not enough interest was generated this year based on the data gathered in the surveys. A new interest survey will be sent out during the summer or beginning of next year to attempt to engage parents once more. Materials to begin program has been delivered by the Mexican Consulate and we are awaiting parent interest. We will remove it from the plan even if we continue to attempt to offer the courses.
Expenditures	BUDGETED $2,000 Res.0790 Obj.4310 Mgt. LCEL	ESTIMATED ACTUAL $0 Res.0790 Obj.4310 Mgt. LCEL

Action 2.8.17

	PLANNED	ACTUAL
Actions/Services	Create, maintain and update a database for Foster Youth contact information.	The manager of the Central Enrollment Center maintained a comprehensive data base of all foster youth and identified homeless youth in our district. This data was presented to the LCAP Advisory Committee on February 23, 2017.
Expenditures	BUDGETED $0	ESTIMATED ACTUAL $0

Action 2.9.17

	PLANNED	ACTUAL
Actions/Services	Encourage parent attendance at district meetings, both educational and informational at school sites and at the district level.	The district and school sites used a variety of methods to encourage parent participation at both the school site and the district level. Many schools had parent representation at every school and district meeting. Communication tools such as marquees, NTI calls, monthly newsletters, School Site Council agendas, and principal meetings (ex: Conversations with Crosby, Coffee with Conkle) to communicate and encourage parent attendance.
Expenditures	BUDGETED $0	ESTIMATED ACTUAL $0

Action 2.10.17

	PLANNED	ACTUAL
Actions/Services	Hold four parent forums annually.	The district held two parent forums for the 2016-2017 school year.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	$0	$0

Action 2.11.17

	PLANNED	ACTUAL
Actions/Services	Employ four Destination College Advisors	School sites employed a Destination College Advisor though UC Regents in order to increase the number of students meeting college entrance requirements and applying to college and universities.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	$128,000 Res. 3010 Obj. 5808 LC02 Site budgets	$128,000 Res. 3010 Obj. 5808 LC02 Site budgets

Action 2.12.17

	PLANNED	ACTUAL
Actions/Services	Conduct an annual parent survey to reassess needs and identify priorities.	VVUHSD contracted with WestEd and administered three LCAP Climate surveys during the 2016-3017 school year. The school sites administered the California Healthy Kids Survey to students in grade 7, 9 and 11 with 5,130 respondents. The California school Staff Survey was administered to 622 staff and 564 parents' completed the California School Parent Survey.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	$0	$7,000 Res. 0000 Obj. 5808 Mgt. 0000

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 were action/service 2.5.17, the hiring of Career Technicians. Only 3 were able to be funded but the action/service will remain in the plan. Action/service 2.7.17 was not implemented due to lack of parent interest. Action/service 2.10.17 was not fully implemented due to unforeseen challenges in establishing consistent parent representation at the District Advisory Committee (DAC) meetings. 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 must continue to focus on increasing parent involvement through the increased utilization of the Career Technicians, Family Engagement Liaisons, and Destination College Advisors. There was successful engagement of parent throughout the year at school site organized events such as Parent Institute of Quality Education (PIQE). Parent 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/service 2.5.17. In addition, school sites reevaluated their needs for a Destination College Advisor and only three school sites chose to complete the contract for services with UC Regents. Many of the actions and services did not require funding for implementation. Action/service 2.1.17, 2.4.17, and 2.6.17 utilized funding primarily from site budgets. The annual parent survey originally was not budgeted but, in order to meet the new state local indicator for climate, the district contracted with WestEd to provide surveys to parents, staff and students. This was paid out of general fund.
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. A few actions and services were consolidated to support a new action/service in the new plan. Action Service 2.1 replaces action/service 2.18.17. Action/service 2.2 consolidates actions/services 2.6.17 and 2.9.17. Action/service 2.3 replaces 2.4.17. Actions/service 2.4 consolidate 2.2.17 and 2.3.17. Action/service 2.4 replaces action/service 2.5.17. Action/service 2.6 replace action/service. Action/service 2.7 is new to the plan. Actions/services 2.8.17 has been move to goal 1, action/service 1.4. Action/service 2.7.17 has been removed from the plan.

Goal 3

Provide and encourage extensive career exploration opportunities through increased elective offerings and academic guidance.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. Increase the number of opportunities available for our students in CTE / ROP
Metric: Course Access: Local Metric: ROP/ CTE enrollment data and Perkins Grant data

2.Reduce dropout rate by 2%annuallyfor all target groups
Metric: Student Engagement: Dropout rate

ACTUAL

Metric Outcomes, Most Recent Official Data Available

Description	2014-2015	2015-2016	2016-2017	Met/Not Met
District Dropout Rate Hispanic/Latino	5.3%	5.3%		Not Met
District Dropout Rate Asian	2.4%	2.0%		Not Met
District Dropout Rate African American	6.5%	6.7%		Not Met
District Dropout Rate White	4.4%	6.1%		Not Met
District Dropout Rate Two or More Races	5.0%	7.2%		Not Met
District HS Dropout Rate	17.2%	21.2%		Not Met
Increase CTE Enrollment		2151	2,501	Met

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 **3.1.17**

	PLANNED	ACTUAL
Actions/Services	Assure, through the Bridge Program, aligned with Victor Valley College, the priority registration for our students in the fall following their senior year.	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 317 students have been linked to Victor Valley Community College for enrollment in the fall. This action/service did not require additional funding as previously anticipated, the action/service was accomplished through the daily function of the counselors assigned to the program. The funding will be reallocated in the 2017-2018 LCAP.
Expenditures	BUDGETED $8,000 Res.3010 Obj.5808 Mgt.LC03	ESTIMATED ACTUAL $0 Res.3010 Obj.5808 Mgt.LC03

Action **3.2.17**

	PLANNED	ACTUAL
Actions/Services	Increase career and/ or college oriented counseling.	The counseling staff provides college and career counseling as part of the whole student counseling program at each school site. Adelanto High School, Victor Valley High School, Goodwill High School, Silverado High School and University Prep were supported by a full time or part time Career Technician to provide additional student counseling for college and career. In addition, Adelanto High School, Cobalt Institute of Math & Science, Silverado High School and University prep contracted with UC Regents to receive services from a Destination College advisor.
Expenditures	BUDGETED $0	ESTIMATED ACTUAL $0

Action **3.3.17**

Actions/Services	PLANNED Provide support for educational study trips.	ACTUAL 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. The district implemented and funded the transportation for two study trips through the LCAP allocated Title I funds.
Expenditures	BUDGETED $5,000 Res.3010 Obj.5886 Mgt.LC03 $5,000 Res.3010 Obj.5806 Mgt.LC03	ESTIMATED ACTUAL $810 Res.3010 Obj.5806 Mgt.LCLI $52,506 Res.3010 Obj.5806 Mgt. 0000 $1,948 Res. 3010 Obj. 5806 Mgt. LC01 $1,774 Res.3010 Obj.5806 Mgt.LC02 $3,721 Res.3010 Obj.5806 Mgt.SESV $22,870 Res.3010 Obj.5886 Mgt.0000

Action **3.4.17**

Actions/Services	PLANNED Explore greater opportunities for the district and business community to strengthen ties.	ACTUAL The office of Career Technical Education has worked towards helping school sites strengthen their ties to the business community in order to establish partnerships for internships and externships. These student learning opportunities enhance college and career readiness.
Expenditures	BUDGETED $45,367 Res. 6520 Obj. 2410 Mgt.LC03 $25,867 Res. 6520 Obj. 3xxx Mgt.LC03	ESTIMATED ACTUAL $45,822 Res. 6520 Obj. 2410 Mgt.LC03 $27,575 Res. 6520 Obj. 3xxx Mgt.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 experience 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 dual enrollment in 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. Although all action and services were implanted as planned, the impact on dropout rates will be determined by future dropout rate data, once reported by the state. VVUHSD is anticipating a decrease in the dropout rate for our district as well as target groups of 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 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. The original budget for the Bridge Program was not necessary in order for the district and schools to participate. 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 3 remain in place with minor modifications. Action/service 3.1.17 was modified to included fiscal support for Bridge counselors to complete the additional duties related to the Bridge program and is action/service 3.1. Action/service 3.2.17 was modified to include the increase of concurrent and dual enrolment opportunities for student and is now action/service 3.2. Action/service 3.3.17 was modified to include the financial implications of study trip and which students are targeted. This in now action/service 3.3. Action/service 3.4.17 in now action/service 3.4 and was modified greatly to include a focus on career pathways, middle school CTE programs, and strong alignment to college and career readiness.

Goal 4

Expand interventions to graduate students, on time, prepared for college and career.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☒ 4 ☒ 5 ☐ 6 ☐ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. Increase by 3% of pupils attaining proficiency as measured by CAASPP in grades 7,8, and 11 in ELA and Math
Metric: Student Achievement/ Performance on CAASPP and Subgroup Performance

2. Decrease by 5% the number of pupils receiving a letter grade lower than C- in both ELA and Math
Local Metric: Other Student Outcomes /Aeries achievement data for core subject areas

3. Increase pupils enrolled in A-G classes by 2%
Metric: Student Achievement/ Graduates Completing UC/CSU Required Course
Metric: Student Achievement/ CAASPP and Subgroup Performance
Local Metric: Aeries data on enrollment

4. Increase enrollment in AP Courses by 2%
Metric: Student Achievement/ Share of students enrolled in AP courses
Local Metric: Aeries data on enrollment

ACTUAL

Metric Outcomes, Most Recent Official Data Available

Description	2014-2015	2015-2016	2016-2017	Met/Not Met 14/15 to 15/16
CAASPP Proficiency ELA Grade 7	30%	32%	N/A	Met
CAASPP Proficiency ELA Grade 8	32%	31%	N/A	Not Met
CAASPP Proficiency ELA Grade 11	47%	45%	N/A	Not Met
CAASPP Proficiency Math Grade 7	13%	18%	N/A	Met
CAASPP Proficiency Math Grade 8	16%	14%	N/A	Not Met
CAASPP Proficiency Math Grade 11	21%	17%	N/A	Not Met
CAASPP Proficiency ELA African American Gr.7 Gr. 8 Gr. 11	20% 18% 35%	21% 16% 30%	N/A	Met Not Met Not Met

5. Increase AP pass rate by 2%
Metric: Student Achievement/ Share of students that pass AP exams with a 3 or higher

6. Reduction in the Dropout rate by 2% for all target groups

Metric: Student Engagement/ Middle School Dropout rate. High School Dropout rate, High School Graduation rate

Increase in A-G Completion	23.3%	26.5%		Met
CAASPP Proficiency ELA Hispanic				
Gr. 7	29%	33%		Met
Gr. 8	34%	31%		Not Met
Gr. 11	48%	47%	N/A	Not Met
CAASPP Proficiency ELA White				
Gr.7	42%	48%		Met
Gr. 8	38%	48%		Met
Gr. 11	55%	52%	N/A	Not Met
CAASPP Proficiency ELA English Learner				
Gr. 7	7%	6%		Not Met
Gr. 8	11%	3%		Not Met
Gr. 11	7%	6%	N/A	Not Met
CAASPP Proficiency ELA Special Education				
Gr. 7	No Data	4%		TBD
Gr. 8	No Data	2%		TBD
Gr. 11	5%	8%	N/A	Met
CAASPP Proficiency ELA Economically Disadvantaged				
Gr. 7	27%	30%		Met
Gr. 8	29%	28%		Not Met
Gr. 11	45%	43%	N/A	Not Met
CAASPP Proficiency Math African American				
Gr.7	6%	8%		Met
Gr. 8	7%	5%		Not Met
Gr. 11	8%	8%	N/A	No Change
CAASPP Proficiency Math Hispanic				
Gr. 7	10%	17%		Met
Gr. 8	15%	14%		Not Met
Gr. 11	19%	17%	N/A	Not Met
CAASPP Proficiency Math White				
Gr.7	27%	33%		Met
Gr. 8	20%	23%		Met
Gr. 11	30%	24%	N/A	Not Met

CAASPP Proficiency Math English Learner Gr. 7 Gr. 8 Gr. 11	 2% 4% 2%	 1% 2% 3%	 N/A	 Not Met Not Met Met
CAASPP Proficiency Math Special Education Gr. 7 Gr. 8 Gr. 11	 No Data No Data 4%	 2% 0% 2%	 N/A	 Met Not Met Not Met
CAASPP Proficiency Math Economically Disadvantaged Gr. 7 Gr. 8 Gr. 11	 11% 13% 18%	 15% 13% 15%	 N/A	 Met No Change Not Met
Reduction of "D" and "F" Grades in ELA D Grades F Grades				
Reduction of "D" and "F" Grades in Math D Grades F Grades				
Total D and F Grades Reductions		7.2%	-2.3%	Met
Increase District Enrollment	8,937	9,209	9,659	Met
Increase AP Student Enrollment		1,099	1,292	Met
Increase AP Exam Pass Rate	-1.2%	27.9%	N/A	Met
District HS Dropout Rate	17.2%	21.2%		Not Met
Middle School Dropout Rate	2.4%	2.0%		Met
District Graduation Rate Hispanic/Latino	79.5%	76.6%		Not Met
District Graduation Rate Asians	76.9.%	80.7%		Met
District Graduation Rate Filipino	100.0%	88.2%		Not Met

District Graduation Rate African American	66.5%	61.5%		Not Met
District Graduation Rate White	79.8%	77.4%		Not Met
District Graduation Rate English Learners	65.0%	61.2%		Not Met
District Graduation Rate Special Education	53.0%	50.6%		Not Met
District Graduation Rate Low Income	76.2%	72.5%		Not Met
District Graduation Rate Foster Youth	53.3%	41.4%		Not Met
District Dropout Rate Hispanic/Latino	5.3%	5.3%		Not Met
District Dropout Rate Asian	2.4%	2.0%		Not Met
District Dropout Rate African American	6.5%	6.7%		Not Met
District Dropout Rate White	4.4%	6.1%		Not Met
District Dropout Rate Two or More Races	5.0%	7.2%		Not Met

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 **4.1.17**

Actions/Services

PLANNED	ACTUAL
Continue and expand programs to encourage and reward positive attendance, as well as focus on chronic absenteeism with parent meetings, SARB, and home visits.	Attendance and its importance was discussed at many parent meetings, including but not limited to Cafecito (Coffee) with the Principal, ELAC, DELAC, SARB, Expulsions, etc. Resources to assist parents in understanding the importance of regular attendance was also provided to the families. The district is exploring “Parenting the Love and Logic Way”. This will be a series of classes that parents would take to provide tips and strategies to enhance their communication and relationship with their child in a fun way which in turn helps the student academically as they learn how to make better choices at home and

		school. This will also help parents and families of SARB'd and expelled children as an intervention as well as a re-entry requirement. The district contracted with School Innovations for Attention2Attendance.
Expenditures	BUDGETED $16,000 Res.3010 Obj.4310 Mgt.LC04	ESTIMATED ACTUAL $45.050 Res.0000 Obj.5808 Mgt.LC

Action **4.2.17**

Actions/Services	PLANNED Student access to our student information system to begin in Grade 7 to foster buy-in and responsibility for their own student performance.	ACTUAL Students in grades 7 – 12 have access to the Aeries student information system beginning with the first day attendance. Students to access attendance, gradebook assignment and grade reports throughout the school year. The process for student access requires the use of a user email and password with a verification code. The district is moving toward the use of a student district email to automate the access process and create faster access and increased use of the portal. The goal of the TechEd department is to remove as many barriers as possible for the access to technology in the district.
Expenditures	BUDGETED $0	ESTIMATED ACTUAL $0

Action **4.3.17**

Actions/Services	PLANNED Provide a transition day for incoming students (elementary to middle and middle to high).	ACTUAL The Educational Services team has designed a two week program beginning in the 2017-2018 school year that will provide over 200 incoming grade 9 students the opportunity to receive skill remediation as well as earn elective credits for a newly design course, "High School Academic Connections." The transition program will be embedded into the summer school program and additional funding was not used to provide refreshment or supplies. This will be covered through the Title I summer school funding. The transition activities for grade 9 and grade 7 students provided at school sites were covered by school site Title I funds set aside through their SPSAs.

Expenditures	BUDGETED $8,000 Res.0400 LCFF Obj. 4310 Mgt.LC04 $8,000 Res.0400 LCFF Obj. 4331 Mgt.LC04	ESTIMATED ACTUAL $504,321 Res.3010 Obj. 1120 Mgt.0180 $21,338 Res.3010 Obj. 1220 Mgt.0180 $1935 Res.3010	$43,910 Res.3010 Obj.2130 Mgt.0180 $25,555 Res.3010 Obj.2225 Mgt.0180 $24,557 Res.3010 Obj.2238 Mgt.0180	$6,246 Res.3010 Obj.2420 Mgt.0180 $8,387 Res.3010 Obj.2920 Mgt.0180 $130,276 Res. 3010 Obj. 3XXX Mgt.0180

Action **4.4.17**

Actions/Services	PLANNED Create 7th / 0 period SAT and ACT Prep classes at the high school level.	ACTUAL The creation of 0 or 7th period classes to provide ACT or SAT preparation was not completed this year. Schools provided ACT and SAT preparation though the use of the online tutoring options through the APEX program. Classroom teachers and the AVID program teachers helped students enroll and engage with the online tutoring opportunities in APEX and College Board with Khan Academy. After school tutoring was provided through SESV funding at Silverado HS, Cobalt I.M.S., Victor Valley HS, University Prep, and Adelanto HS.
Expenditures	BUDGETED Site funded $20,250 Res 3010 Obj .1130 Mgt 0000	ESTIMATED ACTUAL Site funded $110,644 Res 3010 Obj .1130 Mgt SESV

Action **4.5.17**

Actions/Services	PLANNED Sites to provide bus transportation for students to attend 7th and 0 period classes.	ACTUAL Cobalt I.M.S., Victor Valley HS, Silverado HS, University Prep, and Adelanto HS funded transportation costs beyond the regular

		transportation schedule in order to provide students the opportunity to attend before and after school tutoring. The transportation costs exceed the original estimate.
Expenditures	BUDGETED Site funded $21,000 Res 3010 Obj .5806 Mgt 0000	ESTIMATED ACTUAL Site funded $40,214 Res 3010 Obj .5806 Mgt 0000

Action **4.6.17**

Actions/Services	PLANNED Offer mock SAT and ACT exams at the high school level.	ACTUAL This action/service was not completed this school year and will be removed from the plan. The district is embedding the PSAT, SAT into the regular school schedule for college readiness assessment through the College Readiness Block Grant.
Expenditures	BUDGETED Site funded $20,250 Res 3010 Obj .1130 Mgt 0000	ESTIMATED ACTUAL Site funded $0 Res 3010 Obj .1130 Mgt 0000

Action **4.7.17**

Actions/Services	PLANNED Support / Encourage students to exceed the minimum A-G requirements and take additional years of core classes.	ACTUAL The counseling staff has continued to promote college going expectations as outlined in the district Strategic Plan. The number of students completing the coursework to meet A-G requirements has risen from 23.3% in 2014-2105 to 26.5% in 2015-2016. The expectation of a similar rise in A-G coursework enrollment and completion is expected for the graduating student cohort of 2017. 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.

Expenditures	BUDGETED $0	ESTIMATED ACTUAL $0

Action **4.8.17**

Actions/Services	PLANNED Staff two Math TOA to ensure support for all Math teachers and students.	ACTUAL The district flew the positon of TOA Middle School Math Coach and TOA High School Math coach multiple times during the 2016-2017 year and struggled to find qualified candidates. The positon of Middle School Math Coach was filled during the final four months of the school year. The district will continue to search for a TOA High School Math Coach through the summer of 2017 in order to fill the position for the 2017-2018 year.
Expenditures	BUDGETED $199,162 Res.3010 Obj.1110 Mgt.LC04 $68,478 Res. 3010 Obj. 3xxx Mgt.LC04 Site funded 343 25% 344 25% 346 25% 435 25% 431 33.30% 434 33.30% 439 33.30%	ESTIMATED ACTUAL $74,688 Res.3010 Obj.1110 Mgt.LC04 $13,659 Res. 3010 Obj. 3xxx Mgt.LC04 Site funded 343 33% 344 33% 435 33%

Action **4.9.17**

Actions/Services	PLANNED Videotape and share exemplary math teachers demonstrating best practices.	ACTUAL This Action/Service was not accomplished this year and it has been determined that the employment of the TOA Math Coaches provides opportunities for teacher self-reflection and videotaping is not necessary it this time. This action/service will be removed.

Expenditures	BUDGETED $0	ESTIMATED ACTUAL $0

Action **4.10.17**

Actions/Services	PLANNED Expand summer school to offer enrichment classes.	ACTUAL Summer School has been expanded to include two school sites and a variety of offerings. The summer school master schedule has increased the number of enrichment courses by offering additional sections of Physical Education, Career Technical Education, Fine Arts, and Social Science. The course offerings in remediation and enrichment for summer have increased to provide greater access for students, including incoming grade 9 students with the new “High School Academic Connections” course developed in May.
Expenditures	BUDGETED $150,000 Res.3010 Obj.1130 Mgt.LC04 $24,657 Res. 3010 Obj. 3xxx Mgt.LC04	ESTIMATED ACTUAL $320,478 Res.3010 Obj.1XXX Mgt.LC04 $76,554.72 Res.3010 Obj.2XXX Mgt.LC04 $74,392 Res. 3010 Obj. 3xxx Mgt.LC04 $28,559 Res. 3010 Obj.4XXX Mgt.LC04 $730 Res. 3010 Obj.5808 Mgt.LC04

Action **4.11.17**

	PLANNED	ACTUAL
Actions/Services	Expand credit recovery options for students to include, but not limited to: paper/ online providers for identified target groups.	VVUHSD contracted with APEX for online credit recovery at all high school sites. In addition, the continuation school site piloted and then implemented GradPoint as their online credit recovery provider.
Expenditures	BUDGETED $50,000 Res.0400 LCFF Obj.5840 Mgt.LC04	ESTIMATED ACTUAL $121,300 Res.3010 Title I Obj.5840 Mgt.0000 Sites: 434,431,439,761,344 Site Funded

Action 4.12.17

	PLANNED	ACTUAL
Actions/Services	Provide EAP remediation through ERWC course work.	This action/service has not been completed and currently only one high school offered ERWC. The expansion of the ERWC and the MRWC courses is planned for the 2017-2018 school year but EAP remediation is no longer an identified action/service.
Expenditures	BUDGETED $0	ESTIMATED ACTUAL $0

Action 4.13.17

	PLANNED	ACTUAL
Actions/Services	Transition non-graduation early as possible into Adult Ed through involuntary transfers, if necessary.	This action/service was not completed and will be eliminated due to the fact that the district cannot involuntary transfer students to adult education. The adult education program is currently in the process of exploring expansion to accommodate a larger group of 18 year old enrolled students.
Expenditures	BUDGETED $0	ESTIMATED ACTUAL $0

Action 4.14.17

	PLANNED	ACTUAL
Actions/Services	Additional Instructional Support for HJH (Asst. Principal)	The Assistant Principal position at Hook Junior High School was funded and filled for the 2016-2017 school year. This was a one year position and will be removed from the plan for 2017-2108.
Expenditures	BUDGETED $92,774 Res.0400 Obj.1313 Mgt.LC04 $33,120 Res.0400 Obj.3xxx Mgt.LC04	ESTIMATED ACTUAL $109,444 Res.3010 Obj.1313 Mgt.LC04 $34,259 Res.0400 Obj.3xxx Mgt.LC04

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 with a few exception primarily due to the timeline for hiring of the TOA MS Math Coach and the TOA High School Math Coach. The TOA MS Math Coach was hired late in the year and the TOA HS Math Coach position was never filled. 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 only 19.9% of student graduates of the class of 2014 are prepared for college and career. An additional 16.3 % are approaching preparedness and 63.8% are not prepared. The current actions/services will impact the graduating class of 2017 and therefore the data to determine the efficacy of the actions/services will not be available for at least two years. The district is using local data and will be contracting with National Student Clearing House to determine student college/university entrance. The counselors and Career Technician will also support collecting information about student college application and entrance.
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. Positions were filled later in the school and or not filled due to lack of candidates. Many of the actions and services were allotted funding from Title I in areas where the action/service was provided at the specific school sites. School sites often used 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, as well as transportation for student to access before and after school support programs. The school sites increased the use of the APEX program for not only credit recovery but included additional student seat for access to the test preparation programs available for the SAT, ACT and AP. This constituted an increase in spending. Summer school budget increased dramatically by expanding the program to two school sites and nearly doubling our course offering. This increased staffing and supplies necessary to run the summer school program. The newly designed "High School Academic Connections" for incoming grade 9 students will also increase the money spent on summer intervention.
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 4 remain in place with minor modifications. A few actions and services were consolidated to support a new action/service in the new plan: 4.4.17, 4.5.17, 4.6.17 and 4.12.17 were combined to create action/service 4.5. The following action/services were removed because they are now institutionalized, have been embedded in other areas or have no financial impact on the plan: 4.2.17, 4.9.17, 4.10.17, 4.12.17, 4.13.17 and 4.14.17. Action/service 4.3.17 has been embedded in action service 4.9, action/service 4.11.17 is embedded in action/service 1.3 and action/service 4.13.17 is embedded in action/service 4.8.

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.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☒ 2 ☐ 3 ☒ 4 ☒ 5 ☒ 6 ☐ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. Increase by 3% of pupils attaining proficiency as measured by CASPP in grades 7, 8, and 11 in ELA and Math
Metric: Student Achievement/ Performance on CAASPP and Subgroup Performance

2. Decrease by 5% the number of pupils receiving a letter grade lower than C- in both ELA and Math
Local Metric: Other Student Outcomes/ Aeries achievement data for core subject areas

3. Increase pupils enrolled in A-G classes by 2%
Metric: Student Achievement/ Graduates Completing UC/CSU Required Course
Metric: Student Achievement/ CAASPP and Subgroup Performance
Local Metric: Aeries data on enrollment

4. Increase enrollment in AP Courses by 2%
Metric: Student Achievement/ Share of students enrolled in AP courses

5. Increase AP pass rate by 2%
Metric: Student Achievement/ Share of students that pass AP exams with a 3

ACTUAL

Metric Outcomes, Most Recent Official Data Available

Description	2014-2015	2015-2016	2016-2017	Met/Not Met 14/15 to 15/16
CAASPP Proficiency ELA Grade 7	30%	32%	N/A	Met
CAASPP Proficiency ELA Grade 8	32%	31%	N/A	Not Met
CAASPP Proficiency ELA Grade 11	47%	45%	N/A	Not Met
CAASPP Proficiency Math Grade 7	13%	18%	N/A	Met
CAASPP Proficiency Math Grade 8	16%	14%	N/A	Not Met

or higher

6. Reduction in the Dropout rate by 2% for all target groups
Metric: Student Engagement Middle School Dropout rate, High School Dropout rate, High School Graduation rate

7. Increased sense of well-being for students
Metric: School Climate: California Healthy Kids Survey
Local Metric: School Climate: Student Forum data

CAASPP Proficiency Math Grade 11	21%	17%	N/A	Not Met
CAASPP Proficiency ELA African American				
Gr.7	20%	21%		Met
Gr. 8	18%	16%		Not Met
Gr. 11	35%	30%	N/A	Not Met
CAASPP Proficiency ELA Hispanic				
Gr. 7	29%	33%		Met
Gr. 8	34%	31%		Not Met
Gr. 11	48%	47%	N/A	Not Met
CAASPP Proficiency ELA White				
Gr.7	42%	48%		Met
Gr. 8	38%	48%		Met
Gr. 11	55%	52%	N/A	Not Met
CAASPP Proficiency ELA English Learner				
Gr. 7	7%	6%		Not Met
Gr. 8	11%	3%		Not Met
Gr. 11	7%	6%	N/A	Not Met
CAASPP Proficiency ELA Special Education				
Gr. 7	No Data	4%		TBD
Gr. 8	No Data	2%		TBD
Gr. 11	5%	8%	N/A	Met
CAASPP Proficiency ELA Economically Disadvantaged				
Gr. 7	27%	30%		Met
Gr. 8	29%	28%		Not Met
Gr. 11	45%	43%	N/A	Not Met

CAASPP Proficiency Math African American				
Gr.7	6%	8%		Met
Gr. 8	7%	5%		Not Met
Gr. 11	8%	8%	N/A	No Change
CAASPP Proficiency Math Hispanic				
Gr. 7	10%	17%		Met
Gr. 8	15%	14%		Not Met
Gr. 11	19%	17%	N/A	Not Met
CAASPP Proficiency Math White				
Gr.7	27%	33%		Met
Gr. 8	20%	23%		Met
Gr. 11	30%	24%	N/A	Not Met
CAASPP Proficiency Math English Learner				
Gr. 7	2%	1%		Not Met
Gr. 8	4%	2%		Not Met
Gr. 11	2%	3%	N/A	Met
CAASPP Proficiency Math Special Education				
Gr. 7	No Data	2%		Met
Gr. 8	No Data	0%		Not Met
Gr. 11	4%	2%	N/A	Not Met
CAASPP Proficiency Math Economically Disadvantaged				
Gr. 7	11%	15%		Met
Gr. 8	13%	13%		No Change
Gr. 11	18%	15%	N/A	Not Met
Reduction of "D" and "F" Grades in ELA				
D Grades		2,389	1,041	Met
F Grades		1,919	1,029	Met

Reduction of "D" and "F" Grades in Math D Grades F Grades		2,286 2,352	723 1,374	Met Met
Total D and F Grades Reductions		7.2%	-2.3%	Met
Increase District Enrollment	8,937	9,209	9,659	Met
Increase AP Student Enrollment		1,099	1,292	Met
Increase AP Exam Pass Rate	-1.2%	27.9%	N/A	Met
District HS Dropout Rate	17.2%	21.2%		Not Met
Middle School Dropout Rate	2.4%	2.0%		Met
District Graduation Rate Hispanic/Latino	79.5%	76.6%		Not Met
District Graduation Rate Asians	76.9.%	80.7%		Met
District Graduation Rate Filipino	100.0%	88.2%		Not Met
District Graduation Rate African American	66.5%	61.5%		Not Met
District Graduation Rate White	79.8%	77.4%		Not Met
District Graduation Rate English Learners	65.0%	61.2%		Not Met
District Graduation Rate Special Education	53.0%	50.6%		Not Met
District Graduation Rate Low Income	76.2%	72.5%		Not Met

District Graduation Rate Foster Youth	53.3%	41.4%		Not Met
District Dropout Rate Hispanic/Latino	5.3%	5.3%		Not Met
District Dropout Rate Asian	2.4%	2.0%		Not Met
District Dropout Rate African American	6.5%	6.7%		Not Met
District Dropout Rate White	4.4%	6.1%		Not Met
District Dropout Rate Two or More Races	5.0%	7.2%		Not Met
California Healthy Kids Survey School Connectedness (High)				
Grade 7		55%	52%	
Grade 9		39%	39%	
Grade 11		34%	35%	

CHKS 2015-2016 Key Indicators: School Safety & Substance Abuse

School is perceived as very safe or safe
Gr. 7=67% Gr. 9=53% Gr. 11=47%
Experiences any harassment or bullying
Gr. 7=31% Gr. 9=27% Gr. 11=26%
Is afraid of being beaten up
Gr. 7=20% Gr. 9=13% Gr. 11=8%
Been in a physical fight
Gr. 7=13% Gr. 9=13% Gr. 11=10%
Seen a weapon on campus
Gr. 7=8% Gr. 9=13% Gr. 11=11%
Been drunk or high at school, ever
Gr. 7=1% Gr. 9=6% Gr. 11=11%

	CHKS 2016-2017 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%

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 **5.1.17**

	PLANNED	ACTUAL
Actions/Services	Establish a professional development committee that empowers stakeholders in the planning, implementation and coordination of professional development opportunities.	The VVUHSD Educational Services team establishes an Adhoc Professional Development Committee in the spring to determine the needs of the staff for professional development. The staff is provided a survey to identify and target specific areas in content and instruction for professional development that begins with the 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 the ACSA *Equity Institute* to assessment with *CFA 2.0* provided by Corwin. 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. The extra duty was paid through the professional development funds set aside through district Title II funding and therefore this projected budget was not utilized.
Expenditures	BUDGETED $1,000 Res.3010 Obj. 21xx 22xx 24xx 29xx Mgt.LC05 $1,000 Res.3010 Obj.1130 Mgt.LC05 $402 Res. 3010 Obj.3xxx Mgt.LC05	ESTIMATED ACTUAL $1,875 Res.4035 Obj.1230 Mgt. LC05 $308 Res.4035 Obj.3XXX Mgt.LC05

Action **5.2.17**

Actions/Services	PLANNED Create one central location to store information regarding professional development that is easily accessible.	ACTUAL VVUHSD contracts with the county of San Bernardino to use the OMS system to track all professional development and parent participation district-wide. 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.
Expenditures	BUDGETED $0	ESTIMATED ACTUAL $1,000 Res.0000 Obj.5840 Mgt.0000

Action **5.3.17**

	PLANNED	ACTUAL
Actions/Services	Ensure that the professional development process has an evaluative inquiry process.	Professional development contracted with an outside provider have had evaluations conducted and shared with district staff, but the district still must develop a consistent method to measure the effectiveness of all types of PD offered district-wide.
Expenditures	BUDGETED $0	ESTIMATED ACTUAL $0

Action **5.4.17**

	PLANNED	ACTUAL
Actions/Services	Provide workshops/ professional development opportunities to 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 several counselors from each school site were sent to a conference in San Francisco that focused on student safety, health and wellbeing in the school setting.
Expenditures	BUDGETED $70,000 Res.0400 LCFF Obj. 21xx 22xx 24xx 29xx Mgt.LC05 $70,000 Res.0400 LCFF Obj.1130 Mgt. LC05 $28,135 Res.0400 LCFF Obj. 3xxx $35,000 Res.0400 LCFF Obj. 5808 Mgt. LC05	ESTIMATED ACTUAL $10,657 Res.0400 LCFF Obj. 21xx 22xx 24xx 29xx Mgt.LC05 $5,415 Res.0400 LCFF Obj.1130 Mgt. LC05 $2,738 Res.0400 LCFF Obj. 3xxx $1,144 Res.0400 LCFF Obj. 5808

		Mgt. LC05

Action **5.5.17**

	PLANNED	ACTUAL
Actions/Services	Provide sites additional professional development and instructional support in ELA and Math by employing 2 FTE Coordinators	VUHSD provided additional professional development and instructional support for teachers in ELA and math by employing two district coordinators.
Expenditures	BUDGETED $46, 167 Res. 4035 Obj. 1316 Mgt. LC05 $11,675 Res. 4035 Obj. 3xxx Mgt. LC05 $195, 647 Res. 3010 Obj. 1316 Mgt. LC05 $46,701 Res. 3010 Obj. 3xxx Mgt. LC05	ESTIMATED ACTUAL $49,398 Res. 4035 Obj. 1316 Mgt. LC05 $45,305 Res. 4035 Obj. 3xxx Mgt. LC05 $197,590 Res. 3010 Obj. 1316 Mgt. LC05 $55,624 Res. 3010 Obj. 3xxx Mgt. 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. The successful implementation of the action and services resulted in the reduction of "D" and "F" grades in both English Language Arts and Mathematics which in turn will impact the students earning credits in order to be on track to graduate. 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 and increase pass rates. The expected outcome for CAASPP proficiency rates varied with some target groups declined and other increasing. The goal of increasing the number of students achieving level 3 on the SBAC will remain for the 2017-2018 school year. Graduation rate 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 primarily due to school sites utilizing Title II and other funding to complete the actions/services. 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/service 5.2.17 originally did not have a budget therefore the OMS program was purchased through general funds.
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 3 remain in place with minor modifications. Goal 5.3.17 was significantly modified as new action/service 5.3. The modifications describe more specific details about the different areas of professional learning that will be provided and the delivery of the PD.

Goal 6

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 STATE ☒ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. Reduction in staff and public concerns
Local Metric: Staff survey and parent surveys
Metric: Basic Services: Uniform Complain Procedure

ACTUAL

Metric Outcomes, Most Recent Official Data Available

Description	2014-2015	2015-2016	2016-2017	Met/Not Met
California School Staff Survey Key Findings (Strongly Agree/Agree)				
1. Supportive Learning Environment				
2. Supportive Working Environment		1. 92% 2. 83%	1. 95% 2. 87%	
3. Safe Place for Staff		3. 85%	3. 92%	
4. Caring Adults		4. 85%	4. 85%	Met

California School Parent Survey (Strongly Agree/Agree) 1. Promotes Academic Success for all 2. Student Respect 3. Clear Communication 4. Parent Input 5. Clean/Well Maintained			 1. 89% 2. 88% 3. 94% 4. 84% 5. 88%	 Mat
Williams Uniform Complaints Board Mtg 4/19/17		0	0	Met

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 **6.1.17**

	PLANNED	ACTUAL
Actions/Services	Define and promote VVUHSD expectations for staff, students and parents.	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.
Expenditures	BUDGETED $0	ESTIMATED ACTUAL $0

Action **6.2.17**

	PLANNED	ACTUAL
Actions/Services	Maximize use of the district website as an essential tool to communicate and provide resources to all stakeholders.	The VVUHSD website provides resources to staff, students, and parents at the school site and district level. The website is used for communication and has now 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.
Expenditures	BUDGETED $13,700.00 Res.0400 Obj. 5840 Mgt. LC06	ESTIMATED ACTUAL $1,870.00 Res.0400 Obj. 5840 Mgt. LC06

Action **6.3.17**

Actions/Services	PLANNED Provide annual training for all staff on district policies and procedures, as well as customer service expectations.	ACTUAL This action/service was not completed this school year and will continue to be in the LCAP and District Strategic Plan. A two-hour break-out session is planned for the district management team meeting in early June to address this action/service and continue with planning.
Expenditures	BUDGETED See Goal 5.4.17	ESTIMATED ACTUAL See Goal 5.4.17

Action **6.4.17**

Actions/Services	PLANNED Establish a committee to review and update protocols and procedures on an annual basis.	ACTUAL This committee was not convened this year due to staffing changes and other circumstances. This will remain an LCAP action/service and part of the district Strategic Plan.
Expenditures	BUDGETED $1,000 Res.3010 Obj. 21xx 22xx 24xx 29xx Mgt.LC06 $1,000 Res.3010 Obj.1130	ESTIMATED ACTUAL $0 Res.3010 Obj. 21xx 22xx 24xx 29xx Mgt.LC06 $0 Res.3010 Obj.1130

Mgt.LC06 $402 Res. 3010 Obj.3xxx Mgt.LC06	Mgt.LC06 $0 Res. 3010 Obj.3xxx Mgt.LC06

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 6.4.17 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 primarily due to 6.3.17 being funded through action/service 5.4.17. The budgets for 6.2.17 was underutilized and there are plans to increase the website to provide enhanced services in this area. The budget for action/service 6.4.17 was not utilized because it was not implemented.
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 6 remain in place with minor modifications. Actions/service 6.1.17 and 6.3.17 were consolidated into action/service 6.1. Actin/service 6.2.17 remained the same in the new plan with the addition of the *iDashboard* and renamed action/service 6.2. Action/service 6.4.17 became action/service 6.3 in the new LCAP plan.

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

State and/or Local Priorities Addressed by this goal:

STATE STATE ☐ 1 ☐ 2 ☒3 ☐4 ☒ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. Positive student /adult relationships
Metric: School Climate: California Healthy Kids Survey
Local Metric: School Climate: Student Forum data

2. Increase pupil attendance by 2%
Metric: Student Engagement/ School Attendance, Chronic Absenteeism rates

3. Reduce the number of suspensions by 3%
Metric: School Climate/ Student Suspension rates

4. Reduction in the Dropout rate by 2% for all target groups
Metric: Student Engagement / Middle School Dropout rate. High School Dropout rate, High School Graduation rate

5. Increased sense of well-being for students
Metric: School Climate: California Healthy Kids Survey
Local Metric: School Climate: Student Forum data

ACTUAL

CHKS 2015-2016 Key Indicators: School Safety & Substance Abuse
School is perceived as very safe or safe
Gr. 7=67% Gr. 9=53% Gr. 11=47%
Experiences any harassment or bullying
Gr. 7=31% Gr. 9=27% Gr. 11=26%
Is afraid of being beaten up
Gr. 7=20% Gr. 9=13% Gr. 11=8%
Been in a physical fight
Gr. 7=13% Gr. 9=13% Gr. 11=10%
Seen a weapon on campus
Gr. 7=8% Gr. 9=13% Gr. 11=11%
Been drunk or high at school, ever
Gr. 7=1% Gr. 9=6% Gr. 11=11%

CHKS 2016-2017 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%

Metric Outcomes, Most Recent Official Data Available

Description	2014-2015	2015-2016	2016-2017	Met/Not Met
District Annual Attendance Rate	93.72%	93.93%	96.52%	Met
Chronic Absenteeism Rate			7.05%	TBD
Suspension Rate District	9.3%	7.6%		Met
Suspension Rate Lakeview Leadership Academy	25.4%	18.5%		Met
Suspension Rate Cobalt Institute of Math & Science	0.065	0.052		Met
Suspension Rate Hook Junior High	35.1%	25.2%		Met
Suspension Rate Adelanto High School	0.22	0.199		Met
Suspension Rate Silverado High School	16.6%	8.6%		Met

Suspension Rate Goodwill Education Center	0.24	0.13		Met
Suspension Rate University Preparatory	31.0%	25.0%		Met
Suspension Rate Victor Valley High School	0.179	0.177		Met
District Graduation Cohort Rate	76.9%	72.9%		Not Met
District Graduation Rate Hispanic/Latino	79.5%	76.6%		Not Met
District Graduation Rate Asians	76.9.%	80.7%		Met
District Graduation Rate Filipino	100.0%	88.2%		Not Met
District Graduation Rate African American	66.5%	61.5%		Not Met
District Graduation Rate White	79.8%	77.4%		Not Met
District Graduation Rate English Learners	65.0%	61.2%		Not Met
District Graduation Rate Special Education	53.0%	50.6%		Not Met
District Graduation Rate Low Income	76.2%	72.5%		Not Met
District Graduation Rate Foster Youth	53.3%	41.4%		Not Met
District HS Dropout Rate	17.2%	21.2%		Not Met
District Dropout Rate Hispanic/Latino	5.3%	5.3%		Not Met
District Dropout Rate Asian	2.4%	2.0%		Not Met
District Dropout Rate African American	6.5%	6.7%		Not Met
District Dropout Rate White	4.4%	6.1%		Not Met
District Dropout Rate Two or More Races	5.0%	7.2%		Not Met

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 **7.1.17**

	PLANNED	ACTUAL
Actions/Services	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 support several student recognition programs including the District Science & Engineering Fair, 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 district utilized alternative funding for materials and student registration fees for the various event. School sites utilized site budgets to support the recognition programs and did not find a need to use district Title I funds.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	$10,000 District Res.3010 Obj. 4310 Mgt.LC07	$628 Res.0000 Obj. 5886 Mgt.0000 $17,096 Res.0965 Obj.5886 Mgt.LCOP

Action **7.2.17**

	PLANNED	ACTUAL
Actions/Services	Expand alternative education programs for all levels of students.	The district is still in the planning stages to expand the alternative education program but has made an impact on greater student access this year through GradPoint. The Goodwill Education Center provided additional access to electives to support students earning credits to return to the comprehensive high school on track to graduate. The funding budgeted for teacher salaries we not used due to the fact the facility was unable to accommodate additional staff. The district considered moving the alternation education program to a larger district property but due to budget constraints, this move was placed on hold. The plan to create a flexible schedule to accommodate more students and staff is being designed and prepared or implementation

		in 2017-2018. Students attending the alternative program were provided additional counseling support through counselor extra duty.
Expenditures	BUDGETED $150,000 Res.6391 Obj.1130 Mgt.LC07 $24,657 Res. 3010 Obj. 3xxx Mgt.LC07	ESTIMATED ACTUAL $10,800 Res.6391 Obj.1130 Mgt.LC07 $1,775 Res. 3010 Obj. 3xxx Mgt.LC07

Action **7.3.17**

Actions/Services	PLANNED Review criteria for placement at Goodwill Education Center (GEC).	ACTUAL This action/service was not completed this year but will continue to be an action/service for the 2017-2018 school year.
Expenditures	BUDGETED $0	ESTIMATED ACTUAL $0

Action **7.4.17**

Actions/Services	PLANNED Individual sites will provide transportation for intervention programs.	ACTUAL Transportation was provided by school sites for before school and after school programs. See goal 4, action/service 4.5.17.
Expenditures	BUDGETED $0	ESTIMATED ACTUAL See Goal 4, action/service 4.5.17

Action **7.5.17**

Actions/Services	PLANNED Provide professional development for counselors, administrators and registrars.	ACTUAL Counselors were offered professional development during two days prior to the stat of the school year and had access to conferences and

		events through the year. Counselors responded Specific PD event they had the opportunity to attend which included the California Financial Aid Workshop (CSAC), FAFSA Counselor Workshop, San Bernardino 9th Annual Counselor Conclave, University of California Office of the President (UCOP) A-G Management Conference, University of California (UC) Counselor Conference, California State University (CSU) High School Counselors Conference, CA College Application & Success Campaign, UCAC A-G Learning Labs, SBCSS Wellness and Self-Care Summit, High School PBIS Symposium, PBIS MTSS Symposium, PBIS "Why Try?", The American Counseling Association Conference and Expo, and the AVID Summer Institute.
Expenditures	BUDGETED $10,000 Res.4035 Obj.1220 Mgt.LC07 $10,000 Res.4035 Obj. 5220 $1,644 Res. 4035 Obj.3xxx Mgt. LC07	ESTIMATED ACTUAL $6,233 Res.4035 Obj. 5220 $0 Res. 4035 Obj.3xxx Mgt. LC07

Action **7.6.17**

Actions/Services	PLANNED Modify and employ behavior expectation standards per site and district-wide descriptive matrix.	ACTUAL Through the implementation of PBIS, each school site has created and maintained a behavior expectation standards matrix. The school have also established student expectations by location on school sites as part of the PBIS program. A district-wide descriptive matrix has not been completed.
Expenditures	BUDGETED $0	ESTIMATED ACTUAL $0

Action **7.7.17**

Actions/Services	PLANNED Continue / expand Positive Behavior Intervention & Supports (PBIS) at all sites.	ACTUAL Positive Behavior Intervention and Support has been implemented district wide and all school are in different stages on implementation. Four schools have completed year three and are in continued support for PBIS. Three school have completed year 2 and will be entering their third year of implementation. University Prep will begin implementation in the 2017-2018 school year. The district provided funding for release time of school site PBIS team members while the school sites provided additional program materials.
Expenditures	BUDGETED $40,000 district funded Res.4035 Obj.1140 Mgt.LC07 $6,575 Res.4035 Obj.3xxx Mgt. LC07 Remainder site based	ESTIMATED ACTUAL $420 district funded Res.4035 Obj.1140 Mgt.LC07 $77 Res.4035 Obj.3xxx Mgt. LC07 Remainder site based

Action **7.8.17**

Actions/Services	PLANNED 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.	ACTUAL Suspension data by Ed Code infraction was primarily monitored by school site administration for site based interventions. District-wide suspension data was reviewed quarterly at the LCAP Advisory Committee meetings in order to align LCAP actions/services for additional target student support.
Expenditures	BUDGETED $0	ESTIMATED ACTUAL $0

Action **7.9.17**

Actions/Services	PLANNED Employee a Public Relations Media Specialist.	ACTUAL The district employed a Public Relations Media Specialist for the 2016-2017 school year. This position will continue for the 2017-2018

		school year as the Public Engagement Information Manager. The funding was incorrectly identified with Goal 3.
Expenditures	BUDGETED $57,250 Res. 0400 Obj. 2313 Mgt. LC07 $22,631 Res. 0400 Obj. 3xxx Mgt. LC07	ESTIMATED ACTUAL $61,256 Res. 0400 Obj. 2313 Mgt. LC07 (LC03) $17,579 Res. 0400 Obj. 3xxx Mgt. LC07 (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 7 were generally implemented as planned with a few exceptions. Action/service 7.3.17 was not implemented; however, it remains an important action/service in our LCAP. Action/service 7.6.17 and 7.8.17 were partially implemented. The behavior expectation matrices were completed by school sites but not integrated into a district –wide descriptive matrix. The data expectation for action/service 7.8.17 was reviewed quarterly rather than monthly.
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 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 EAMO for graduation rates was not met. 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 site access to funds to pay for substitutes and transportation (see action/service 4.5.17). Budgets designated for actions/services 7.2.17 was partially spent on the online credit recovery program GradPoint but the money allocated to increase staffing was not utilized. Action/service 7.5.17 was accomplished through the use of Title II funding for counselors and site funding when applicable. For action/service 7.7.17, the primary expenditure was for substitutes and most site team costs were funded through their Title I allocations.
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 7 remain in place with minor modifications. New LCAP action/service 7.1 embeds 7.2.17, 7.3.17; new action/service 7.2 is new action/service; new action/service 7.3 is anew action/service; 7.4 replaces action/service 7.9.17; new action/service 7.5 consolidates 7.6.17, 7.7.17 and 7.8.17 through the services provided for comprehensive student support; new action/service 7.6 replaces 7.1.17; 7.7 and 7.8 are new actions/services.

Goal 8

Ensure comprehensive safety standards for constantly evolving needs district-wide to include security and facilities.

State and/or Local Priorities Addressed by this goal:

STATE STATE ☒ 1 ☐ 2 ☐ 3 ☐4 ☐ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1.Increased sense of safety and well-being
Metric: School Climate/ California Healthy Kid Survey / Staff and Student surveys

2. Increase in safety drills and practices
Metric: School Climate/ California Healthy Kid Survey / Staff and Student surveys/ Risk Management records

ACTUAL

Metric Outcomes, Most Recent Official Data Available

Description	2014-2015	2015-2016	2016-2017	Met/Not Met
California School Staff Survey Key Findings (Strongly Agree/Agree)				
1. Supportive Learning Environment		1. 92%	1. 95%	
2. Supportive Working Environment		2. 83%	2. 87%	
3. Safe Place for Staff		3. 85%	3. 92%	
4. Caring Adults		4. 85%	4. 85%	Met
California School Parent Survey (Strongly Agree/Agree)				
1. Promotes Academic Success for all			1. 89%	
2. Student Respect			2. 88%	
3. Clear Communication			3. 94%	
4. Parent Input			4. 84%	
5. Clean/Well Maintained			5. 88%	Mat

Williams Uniform Complaints Board Mtg 4/19/17		0	0	Met

CHKS 2015-2016 Key Indicators: School Safety & Substance Abuse
School is perceived as very safe or safe Gr. 7=67% Gr. 9=53% Gr. 11=47% Experiences any harassment or bullying Gr. 7=31% Gr. 9=27% Gr. 11=26% Is afraid of being beaten up Gr. 7=20% Gr. 9=13% Gr. 11=8% Been in a physical fight Gr. 7=13% Gr. 9=13% Gr. 11=10% Seen a weapon on campus Gr. 7=8% Gr. 9=13% Gr. 11=11% Been drunk or high at school, ever Gr. 7=1% Gr. 9=6% Gr. 11=11%

CHKS 2016-2017 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%

School Site	Drills
UPS	3 LOCKDOWN 3 EARTHQUAKE 3 FIRE
GEC	2 LOCKDOWN 2 EARTHQUAKE 2 FIRE
CIMS	2 LOCKDOWN 1 EARTHQUAKE 4 FIRE
HMS	1 LOCKDOWN 1 EARTHQUAKE 1 FIRE
LLA	1 LOCKDOWN 1 EARTHQUAKE 1 FIRE
AHS	2 LOCKDOWN 1 EARTHQUAKE 4 FIRE
SHS	3 LOCKDOWN 2 EARTHQUAKE 1 FIRE
VVHS	2 LOCKDOWN 1 EARTHQUAKE 2 FIRE

School Site	INCIDENTS OF STUDENT RESTRAINT
AHS	12
SHS	29
GEC	1
VVHS	24

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 **8.1.17**

	PLANNED	ACTUAL
Actions/Services	Implement a district-wide safety plan for all school sites and departments.	All school sites have a safety plan designed for their site, which have been approved by the Governing Board.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	$0	$0

Action **8.2.17**

	PLANNED	ACTUAL
Actions/Services	Provide all personnel with primary and backup roles in the event of a disaster.	Specific personnel have been selected and notified of their roles in the Safety Plan.

Expenditures	BUDGETED $0	ESTIMATED ACTUAL $0

Action **8.3.17**

Actions/Services	PLANNED Ensure police, School Resource Officer (SRO) and emergency responders are included in the creation of the safety plans.	ACTUAL Emergency personnel were included in the site safety plans and their development.
Expenditures	BUDGETED $0	ESTIMATED ACTUAL $0

Action **8.4.17**

Actions/Services	PLANNED Explore grants to fund increased safety precautions	ACTUAL The District is looking into grants to supplement the campus police units for 2017-18 school year.
Expenditures	BUDGETED $0	ESTIMATED ACTUAL $0

Action **8.5.17**

Actions/Services	PLANNED Provide regular staff trainings on safety-plans district-wide.	ACTUAL The security staff is trained annually with invitations made to all administrators.
Expenditures	BUDGETED See goal 5.4.17	ESTIMATED ACTUAL See goal 5.4.17

Action **8.6.17**

Actions/Services	PLANNED Implement quarterly calendar of required safety drills (fire, earthquake, and intruder) in compliance with California Education Code, to include submission of evidence to Risk Management.	ACTUAL School sites conducted 46 total safety drills in order to maintain compliance with Education Code and ensure staff knowledge and skills in an emergency situation.
Expenditures	BUDGETED $0	ESTIMATED ACTUAL $0

Action 8.7.17

Actions/Services	PLANNED Establish a district-wide safety committee to perform site assessments to determine potential liabilities and create timelines to address both correction and prevention	ACTUAL The safety committee has been established and will include campus police, along with invitations to fire, police and others.
Expenditures	BUDGETED $0	ESTIMATED ACTUAL $0

Action 8.8.17

Actions/Services	PLANNED Include fire, police, corrections, probation, SROs, Neighborhood Watch and emergency responders on the committee and in collaboration for the creation of policies and procedures.	ACTUAL All sites have scheduled required safety drills, along with the earthquake and intruder drills. The schedules are submitted with the annual safety plans. Policies and procedures are continually being revised for student and staff safety.
Expenditures	BUDGETED $0	ESTIMATED ACTUAL $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 8 were implemented and will continue to be an area of focus in the new LCAP plan. The data collected from the three WestEd surveys in general demonstrates the district is meeting our goal of increasing a sense of safety and wellbeing. 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.
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 socioemotional well-being. Although the parent survey and staff survey demonstrated growth in areas such as a safe place to work and learn and clear communication of student expectations, there are areas reported in the California Healthy Kids survey that shows continued need for improvement. Student data demonstrated a decline in the perception of school safety in grade 7 and 9 but increased for grade 11. Harassment and bullying declined for grade7 and 11 but increased for grade 9. The areas in which the district demonstrated an increase of student concern will be used to modify the actins and service for the 2017-2018 school year.
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.	The majority of the actions and services in Goal 8 remain in place with minor modifications. New action/service 8.1 includes and expands actins/services 8.1.17, 8.2.17, 8.3.17, 8.5.17, 8.6.17 8.7.17 and 8.8.17. New action/service 8.2 replaces and expand action/service 8.4.17. Actions/services 8.3 and 8.4 are new.

Stakeholder Engagement

LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–2020

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:

- October 27, 2016
- November 15, 2016
- December 14, 2016
- January 12, 2017
- February 9, 2017
- February 23, 2017
- March 8, 2017
- March 23, 2017
- April 13, 2017
- April 27, 2017
- May 16, 2017
- June 5, 2017

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 district librarian on topics such as CTE student enrollment, career pathways, foster youth enrollment, low income student needs, Advanced Placement enrollment, and exam pass rates. 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 was presented to the LCAP Advisory Committee on June 5th, 2017.

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 22nd

and May 23rd. 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 22nd 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 6 SSC meetings and how the district LCAP aligns with the school site Single Plan for Student Achievement.

4. District parent meetings were held and the LCFF and LCAP were presented at the English Learner Advisory Committee (DELAC) on October 19, 2016 and the District Advisory Committee (DAC) on February 22nd. 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.

5. The district LCAP Implementation Team met twice to ensure the actions and services were being monitored and implemented in the current LCAP plan and to provide feedback for proposed changes in the plan revision. The meetings were held September 26, 2016 and October 5, 2016.

Student Engagement:

The student voice in the LCAP is a priority for our district. The students participated in the California Healthy Kids Survey (CHKS) in 2015-2016 as well as 2016-2017. In an effort to elicit feedback from students, five student forums were held which included over 140 students from diverse backgrounds and varying grade levels. In addition, the second 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:

- November 14, 2016 – Victor Valley High School
- November 17, 2106 – Silverado High School
- February 22, 2017 – Adelanto High School
- February 24, 2017 – Goodwill High School
- March 3, 2017 – Hook Junior High School
- March 8, 2017 – District Board Room Food Tasting Event

During school site student forums, students were presented data from the CHKS and engaged in 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 April 6, 2017 which presented information on the current progress of the actions and services as well as the progress the LCAP Advisory Committee was making on the plan revisions for 2017-2018.
- A Preliminary Review of the draft LCAP was held as an informational item on June 8th, 2017.
- A Public Hearing on the LCAP was held on June 22nd, 2017.
- The School Board Adopted the LCAP on June 28th, 2017.

LCAP Climate Surveys:

The district partnered with WestEd to administer three climate surveys this year, the California Healthy Kids Survey, California School Parent Survey and California School Staff survey. The survey results were shared with the LCAP Advisory Committee and provided to the school site principals to present at site parent meetings. The survey participation is below:

Parents responding – 564

Teachers/staff responding – 622

Students responding – 5,130

IMPACT ON LCAP AND ANNUAL UPDATE

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

The input received during the process of engaging the stakeholder demonstrated the community's strong concern for the education of their children. Discussions surrounded the current actions and services and if 1) should they remain in place but be revised for improvement purpose, 2) should what is in place now but may be eliminated and 3) what are new ideas for the plan that is based on the data analysis throughout the year that support the eight state priorities and truly meet the criteria of being an improved or increased service for student achievement.

In general, the stakeholder feedback demonstrated that the district should ensure a strong focus in the following areas:

1. Improvement in academic achievement – State Priority 4
2. Improve campus climate and culture – State Priority 6
3. Improve access to educational technology district-wide with a strong focus on infrastructure – State Priority 2

These priorities resulted in important changes such as the following:

- Focus on comprehensive student support at a district level with consolidation services in one area under the supervision of a Coordinator of Comprehensive Student Support. (Incorporated into Goal 7)
- Decrease the student to counselor ratio through increased staffing in order to provide compressive college and career counseling and ensure student are being enrolled in an A-G course of study and/or CTE pathways. (Incorporated into Goal 4)
- Increase services for English Learners and Reclassified Fluent English Proficient students through professional development in strategies for teachers to increase the fidelity instruction of our EL population. (incorporated in Goal 1)
- Increased technology infrastructure and student access to technology district-wide and establish equity of technology at school sites. (incorporated in Goal 1)
- Continue to provide coaching support for teachers at the school sites and in the classrooms to support the implementation of the California State Standards and the newly purchased curriculum. (incorporated in Goal 5)
- Increase communication between parents and school staff while providing additional support to parents through the use of parent centers and Family Engagement Liaison. ((incorporated in Goal 2)

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.

☐ New	☐ Modified	☒ Unchanged

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 ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL Strategic Plan Strategy 3 Specific Result 1

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)
    - 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 2% 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 3% 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.
9. District local data indicates there are a large number of students receiving a grade of “D” or “F”.
    - Decrease by 3% the number of pupils receiving a letter grade lower than C- in both ELA and Math

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Graduation Rate Indicator District-wide	2015-2016 (Cal. Sch. Dashboard) 82.8%	District Graduation Rate Target 87.8%	District Graduation Rate Target 92.8%	District Graduation Rate Target 97.8%
Graduation Rate Hispanic	2015-2016 (Cal. Sch. Dashboard) 84.3%	Hispanic Graduation Rate 86.3%	Hispanic Graduation Rate 88.3%	Hispanic Graduation Rate 90.3%
Graduation Rate African American	2015-2016 (Cal. Sch. Dashboard) 76.3%	African American Graduation Rate Target 78.3%	African American Graduation Rate Target 80.3%	African American Graduation Rate Target 82.3%
Graduation Rate White	2015-2016 (Cal. Sch. Dashboard) 83.9%	White Graduation Rate Target 85.9%	White Graduation Rate Target 87.9%	White Graduation Rate Target 89.9%
Graduation Rate EL	2015-2016 (Cal. Sch. Dashboard) 69.6%	English Learner Graduation Rate Target 71.6%	English Learner Graduation Rate Target 73.6%	English Learner Graduation Rate Target 75.6%
Graduation Rate SPED	2015-2016 (Cal. Sch. Dashboard) 55.1%	Special Education Graduation Rate Target 59.1%	Special Education Graduation Rate Target 61.1%	Special Education Graduation Rate Target 63.1%
Graduation Rate LI/FY	2015-2016 (Cal. Sch. Dashboard) 82.2%	Low Income/Foster Youth Graduation Rate Target 84.2%	Low Income/Foster Youth Graduation Rate Target 86.2%	Low Income/Foster Youth Graduation Rate Target 88.2%
SBAC ELA % Standard Met or Exceed	2015-2016 : (CAASPP) Grade 7 32% Grade 8 31% Grade 11 45%	ELA Standard Met or Exceeded Targets: Grade 7 35% Grade 8 34% Grade 11 48%	ELA Standard Met or Exceeded Targets: Grade 7 38% Grade 8 37% Grade 11 51%	ELA Standard Met or Exceeded Targets: Grade 7 41% Grade 8 40% Grade 11 54%

SBAC Math % Standard Met or Exceed	2015-2016 : (CAASPP) Grade 7 18% Grade 8 14% Grade 11 17%	Math Standard Met or Exceeded Targets: Grade 7 21% Grade 8 17% Grade 11 20%	Math Standard Met or Exceeded Targets: Grade 7 24% Grade 8 20% Grade 11 23%	Math Standard Met or Exceeded Targets: Grade 7 27% Grade 8 23% Grade 11 26%
A-G Completion %	2015-2016 (Dataquest) 26.5%	A-G Completion Rate Target 31.5%	A-G Completion Rate Target 36.5%	A-G Completion Rate Target 41.5%
District Attendance Rate	2016-2017 (Local Data) 95.12%	Attendance Rate Increase Target 95.62%	Attendance Rate Increase Target 96.12%	Attendance Rate Increase Target 96.62%
District Suspension Rate	2014-2015 (Cal. Sch. Dashboard) 14.5%	District Suspension Rate Target 11.5%	District Suspension Rate Target 8.5%	District Suspension Rate Target 5.5%
District Expulsion Data	2016-2017 (Local Data) 81 Students	District Expulsion Rate Reduction Target (10%) 73 Students	District Expulsion Rate Reduction Target (10%) 66 Students	District Expulsion Rate Reduction Target (10%) 60 Students
CTE Enrollment	2016-2017 (Local Data) 2,501	Career Technical Education Enrollment Target (2%) 2,551	Career Technical Education Enrollment Target (2%) 2,601	Career Technical Education Enrollment Target (2%) 2,651
AP Enrollment	2016-2017 (College Board) 1,292 students	Advanced Placement Course Enrollment Target 1,318 Students	Advanced Placement Course Enrollment Target 1,344 Students	Advanced Placement Course Enrollment Target 1,370 Students
AP Exam Pass Rate of 3+	2015-2016 (College Board) 24% 3 or Better Exam Score	Advanced Placement exam Pass Rate Target 26%	Advanced Placement exam Pass Rate Target 28%	Advanced Placement exam Pass Rate Target 30%
EAP Data	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%	EAP College Readiness Data 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%	EAP College Readiness Data Targets ELA Ready 21% ELA Conditionally Ready 36% ELA Not Yet/Not Ready 43% Math Ready 10% Math Conditionally Ready 19% Math Not Yet/Not Ready 72%	EAP College Readiness Data Targets ELA Ready 24% ELA Conditionally Ready 39% ELA Not Yet/Not Ready 37% Math Ready 13% Math Conditionally Ready 21% Math Not Yet/Not Ready 66%
District High School Dropout Rate	2015-2016 (Dataquest) 21.1%	High School Dropout Rate Reduction Target 19.1%	High School Dropout Rate Reduction Target 17.1%	High School Dropout Rate Reduction Target 15.1%
Middle School Dropout Rate	2015-2016 (Local Data) 2%	Middle School Dropout Rate Reduction Target 0%	Middle School Dropout Rate Reduction Target 0%	Middle School Dropout Rate Reduction Target 0%

CELDT Annual Data	2015-2016 (Dataquest) Advanced 10% Early Advanced 37% Intermediate 35% Early Intermediate 12% Beginning 6%	CELDT Annual English Proficiency Rate Increase Targets Advanced 12% Early Advanced 39% Intermediate 36% Early Intermediate 8% Beginning 5%	CELDT Annual English Proficiency Rate Increase Targets Advanced 14% Early Advanced 40% Intermediate 35% Early Intermediate 7% Beginning 4%	CELDT Annual English Proficiency Rate Increase Targets Advanced 16% Early Advanced 42% Intermediate 33% Early Intermediate 6% Beginning 3%
EL Reclassification Data	2016-2017 (Local Data) 57 Students	English Learner Reclassification Rate Target (5%) 60 Students	English Learner Reclassification Rate Target (7%) 64 Students	English Learner Reclassification Rate Target (10%) 70 Students
D & F Grade Data	2016-2017 (Local Data) 7.2% of total grades issued	D & F Grades all Courses Reduction Rate Target 6.2%	D & F Grades all Courses Reduction Rate Target 5.2%	D & F Grades all Courses Reduction Rate Target 4.2%
Instructional Materials Data	2016-2017 (Local Data) Williams Report Board Approval January 19, 2017 Instructional Materials – No insufficiencies were observed.	Maintain Instructional Materials Williams Report Status of "no insufficiencies observed."	Maintain Instructional Materials Williams Report Status of "no insufficiencies observed."	Maintain Instructional Materials Williams Report Status of "no insufficiencies observed."
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.	• Maintain Facilities Williams Report Status for *Extreme Deficiencies* of "None Observed" • Reduce the incidents observed of G*ood Repair Deficiencies* to less than two sections.	• Maintain Facilities Williams Report Status for *Extreme Deficiencies* of "None Observed" • Reduce the incidents observed of *Good Repair Deficiencies* to less than one sections.	• Maintain Facilities Williams Report Status for *Extreme Deficiencies* of "None Observed" • Maintain the incidents observed of *Good Repair Deficiencies* to one sections.
Teacher Assignment Data	2015-2016 (Local Data) Williams Report Board Approval July 20, 2016 : No findings	Maintain Teacher Assignment Williams Report Status as "no findings"	Maintain Teacher Assignment Williams Report Status as "no findings"	Maintain Teacher Assignment Williams Report Status as "no findings"
Classroom Observation Data (260+)	2016-2017 (Local Data) Evidence Based Written and Oral Work: • Observed 43.4%	Classroom Observations of target Instructional Strategies increase by 5%: Evidence Based Written and Oral	Classroom Observations of target Instructional Strategies increase by 5%: Evidence Based Written and Oral	Classroom Observations of target Instructional Strategies increase by 5%: Evidence Based Written and Oral

	• 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%	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	Work: • Observed 53.4% • Not Observed 27.1% • Not Applicable N/A Use of Expository Texts: • Observed 30.1% • Not Observed 37.7% • Not Applicable N/A Use of Close Reading Strategies: • Observed 19.2% • Not Observed 42.5% • Not Applicable N/A Use of Higher Level Questioning: • Observed 15.8% • Not Observed 63.4% • Not Applicable N/A Evidence of the Standards of Mathematical Practice: • Observed 17.1% • Not Observed 8.4% • Not Applicable N/A Use of Multiple Representations in Mathematics: • Observed 14.9% • Not Observed 9.9% • Not Applicable N/A	Work: • Observed 58.4% • Not Observed 22.1% • Not Applicable N/A Use of Expository Texts: • Observed 35.1% • Not Observed 32.7% • Not Applicable N/A Use of Close Reading Strategies: • Observed 24.2% • Not Observed 37.5% • Not Applicable N/A Use of Higher Level Questioning: • Observed 20.8% • Not Observed 58.4% • Not Applicable N/A Evidence of the Standards of Mathematical Practice: • Observed 22.1% • Not Observed 3.4% • Not Applicable N/A Use of Multiple Representations in Mathematics: • Observed 19.9% • Not Observed 4.9% • Not Applicable N/A

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 **1.1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ All ☐ Students with Disabilities ☐ Specific Student Group(s) _____
Location(s)	☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☒ Specific Schools: AHS, SHS, VVHS, CIMS, LLA, HJH ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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. (see Goal 4, action/service 4.3)	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. (see Goal 4, action/service 4.3)	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. (see

		Goal 4, action/service 4.3)

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20	2019-20
Amount	1. $139,736 2. $517,180 3. $25,797	Amount	1. $139,736 2. $517,180 3. $25,797
Source	1. LCFF 2. Title I (Site) 3. EIA/LEP	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	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

Action **1.2**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ Specific Student Group(s) _____
Location(s)	☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served	☐ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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 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 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.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	1. $13,000.00 2. $14,000.00	Amount	1. $13,000.00 2. $14,000.00	Amount	1. $13,000.00 2. $14,000.00
Source	1. LCFF 2. Title I (District)	Source	1. LCFF 2. Title I (District)	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	Budget Reference	1. Resource 0400 Other Services 5886 Mgmt LCLI 2. Resource 3010 Instructional supplies 4310 Mgmt LCLI	Budget Reference	1. Resource 0400 Other Services 5886 Mgmt LCLI 2. Resource 3010 Instructional supplies 4310 Mgmt LCLI

Action **1.3**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ Specific Student Group(s) _____
Location(s)	☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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 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 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.

BUDGETED EXPENDITURES

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

Action **1.4**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ Specific Student Group(s) _____
Location(s)	☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served	☐ English Learners ☒ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☒ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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.	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.	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

2017-18		2018-19		2019-20	
Amount	1. $10,000.00 2. $30,000.00	Amount	1. $10,000.00 2. $30,000.00	Amount	1. $10,000.00 2. $30,000.00
Source	1. Title I (District) 2. Title II (District)	Source	1. Title I (District) 2. Title II (District)	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	Budget Reference	1. Resource 3010 Object 4350 Mgmt LCFY 2. Resource 4035 Object 5220 Mgmt LCFY	Budget Reference	1. Resource 3010 Object 4350 Mgmt LCFY 2. Resource 4035 Object 5220 Mgmt LCFY

Action

1.5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ All ☐ Students with Disabilities ☐ Specific Student Group(s) _____
Location(s)	☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☒ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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.	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.

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	1. $65,422.00 2. $65,425.00 3. $32,711.00	1. $65,422.00 2. $130,844.00 3. $32,711.00	1. $65,422.00 2. $130,844.00 3. $32,711.00
Source	1. Title I (District) 2. Title III (District) 3. EIA/LEP (District)	1. Title I (District) 2. Title III (District) 3. EIA/LEP (District)	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. 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 **1.6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ All ☐ Students with Disabilities ☐ Specific Student Group(s) _____
Location(s)	☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☒ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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 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 though the use of intervention/support classes, supplementary instructional materials, afterschool tutoring and student progress monitoring by site EL Coordinator and teachers.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	1. $8,000.00 2. $7,218.00 3. 14,360.00	Amount	1. $8,000.00 2. $7,218.00 3. 14,360.00	Amount	1. $8,000.00 2. $7,218.00 3. 14,360.00
Source	1. LCFF 2. Title III (District) 3. EIA/LEP (Site)	Source	1. LCFF 2. Title III (District) 3. EIA/LEP (Site)	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	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	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

Action 1.7

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ Specific Student Group(s) _____
Location(s)	☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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 teachers to serve on district Curriculum Advisory Boards in all subject areas to support curricular decision making.	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 teachers to serve on district Curriculum Advisory Boards in all subject areas to support curricular decision making.	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 teachers to serve on district Curriculum Advisory Boards in all subject areas to support curricular decision making.

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	1. $49,050.00 2. $17,946.00	1. $49,050.00 2. $17,946.00	1. $49,050.00 2. $17,946.00
Source	1. Title I (District) 2. Title II (District)	1. Title I (District) 2. Title II (District)	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	1. Resource 3010 Extra Duty Certificated 1130 Benefits 3XXX Mgmt LC01 2. Resource 4035 Certificated Subs 1140 Benefits 3XXX Mgmt LC01	1. Resource 3010 Extra Duty Certificated 1130 Benefits 3XXX Mgmt LC01 2. Resource 4035 Certificated Subs 1140 Benefits 3XXX Mgmt LC01

Action 1.8

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ Specific Student Group(s) _____
Location(s)	☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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. (See Goal 4, action/service 4.4)	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. (See Goal 4, action/service 4.4)	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. (See Goal 4, action/service 4.4)

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$395,867.00	Amount	$395,867.00	Amount	$395,867.00
Source	General Fund	Source	General Fund	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	Budget Reference	Resource 0965 Instructional Supplies 4310 Equipment 4410 Dues/Memberships 5300 Rentals 5613 Maintenance Agreements 5640 Other Services 5886 Mgmt LCOP	Budget Reference	Resource 0965 Instructional Supplies 4310 Equipment 4410 Dues/Memberships 5300 Rentals 5613 Maintenance Agreements 5640 Other Services 5886 Mgmt LCOP

Action **1.9**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ Specific Student Group(s) _____
Location(s)	☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans_____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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.	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.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$2,610,036.00	Amount	$2,610,036.00	Amount	$2,610,036.00
Source	LCFF	Source	LCFF/Fund 17	Source	LCFF/Fund 17
Budget Reference	Resource 0000 Textbooks 4110 Other Services 5840 Mgmt LC01	Budget Reference	Resource 0000 Textbooks 4110 Other Services 5840 Mgmt LC01	Budget Reference	Resource 0000 Textbooks 4110 Other Services 5840 Mgmt LC01

Action 1.10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ All ☐ Students with Disabilities ☐ Specific Student Group(s) _____
Location(s)	☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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.	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.	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.

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	1. $32,000.00 2. $1,700.00	1. $32,000.00 2. $1,700.00	1. $32,000.00 2. $1,700.00
Source	1. Title I (District) 2. General Fund (Ed Services)	1. Title I (District) 2. General Fund (Ed Services)	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. Resource 3010 Instructional Materials 4310 Comp/ Software & Related Expenses 4340 Other Services 5886 Mgmt LC01 2. Resource 0000 Other Services 5840 Mgmt LC01	1. Resource 3010 Instructional Materials 4310 Comp/ Software & Related Expenses 4340 Other Services 5886 Mgmt LC01 2. Resource 0000 Other Services 5840 Mgmt LC01

Action **1.11**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ Specific Student Group(s) _____
Location(s)	☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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.	Provide for necessary changes to infrastructure technology and replacement of aging equipment such as chrome book crats etc. at school sites to stay current and meet the needs of students for college readiness and 21st century skills.	Provide for necessary changes to infrastructure technology and replacement of aging equipment such as chrome book crats etc. at school sites to stay current and meet the needs of students for college readiness and 21st century skills.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	1. $200,000.00 2. $50,000.00	Amount	1. $200,000.00 2. $50,000.00	Amount	1. $200,000.00 2. $50,000.00
Source	1. LCFF 2. Title I (District)	Source	1. LCFF 2. Title I (District)	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	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	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

Action **1.12**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ Specific Student Group(s) _____
Location(s)	☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Purchase devices for student use in the classroom for instruction and assessment reducing the device to student ratio to 1 to 1 (1:1).	Purchase devices for student use in the classroom for instruction and assessment reducing the device to student ratio to 1 to 1 (1:1).	Purchase devices for student use in the classroom for instruction and assessment reducing the device to student ratio to 1 to 1 (1:1).

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$100,000.00	Amount	$100,000.00	Amount	$100,000 .00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Resource 0400 Comp Related Expenses 4340 Computers & Other Hardware 4440 Mgmt LC01	Budget Reference	Resource 0400 Comp Related Expenses 4340 Computers & Other Hardware 4440 Mgmt LC01	Budget Reference	Resource 0400 Comp Related Expenses 4340 Computers & Other Hardware 4440 Mgmt LC01

Action **1.13**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ All ☐ Students with Disabilities ☐ Specific Student Group(s)_____
Location(s)	☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☒ Specific Schools: AHS, SHS, VVHS, HJH, LLA ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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.	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.	Employ five intervention teachers to target well-being and reduce behavior incidents o Intervention teacher will also support PBIS strategies during small group support and s

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	1. $523,886.00 2. $25,850.00	1. $523,886.00 2. $25,850.00	1. $523,886.00 2. $25,850.00
Source	1. Title I (Site) 2. EIA/LEP	1. Title I (Site) 2. EIA/LEP	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. Resource 3010 Teacher Salaries 1110 Benefits 3XXX Mgmt LC01 2. Resource 0790 Teacher Salaries 1110 Benefits 3XXX Mgmt LC01 Site Funds	1. Resource 3010 Teacher Salaries 1110 Benefits 3XXX Mgmt LC01 2. Resource 0790 Teacher Salaries 1110 Benefits 3XXX Mgmt LC01 Site Funds

Action **1.14**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ Specific Student Group(s) _____
Location(s)	☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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.	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.	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.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$52,712.00	Amount	$52,712.00	Amount	$52,712.00
Source	Title II (District)	Source	Title II (District)	Source	Title II (District)
Budget Reference	Resource 4035 Counselor Extra Assignment 1230 Benefits 3XXX Mgmt LCPR Resource 4035 Travel & Conf 5220 Mgmt LC01	Budget Reference	Resource 4035 Counselor Extra Assignment 1230 Benefits 3XXX Mgmt LCPR Resource 4035 Travel & Conf 5220 Mgmt LC01	Budget Reference	Resource 4035 Counselor Extra Assignment 1230 Benefits 3XXX Mgmt LCPR Resource 4035 Travel & Conf 5220 Mgmt LC01

Action **1.15**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ All ☒ Students with Disabilities ☐ Specific Student Group(s) _____
Location(s)	☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Purchase additional instructional materials to assist moderate to severely disabled students access to the CSS.	Purchase additional instructional materials to assist moderate to severely disabled students access to the CSS.	Purchase additional instructional materials to assist moderate to severely disabled students access to the CSS.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$20,000.00	Amount	$20,000.00	Amount	$20,000.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Resource 0400 Instructional Materials 4310 Mgmt LC01	Budget Reference	Resource 0400 Instructional Materials 4310 Mgmt LC01	Budget Reference	Resource 0400 Instructional Materials 4310 Mgmt LC01

Action **1.16**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ **All** ☐ **Students with Disabilities** ☐ **Specific Student Group(s)** _____
Location(s)	☒ **All schools** ☐ **Specific Schools:** _____ ☐ **Specific Grade spans:** _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☒ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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.	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 professional development will be provided to all staff in regards to Aeries, CalPads, understanding data requirements, timelines, and skills to navigate data manipulation requirements.	TechEd will continue to employ two additional sta and administration to collaborate on data compila data uploading to various online sources such as professional development will be provided to all s understanding data requirements, timelines, and requirements.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$226,293.00	Amount	$282,270.00	Amount	$282,270.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Resource 0400 Classified Salary 2213 Benefits 3XXX Mgmt LC01 See action/service 1.4	Budget Reference	Resource 0400 Classified Salary 2213 Benefits 3XXX Mgmt LC01 See action/service 1.4	Budget Reference	Resource 0400 Classified Salary 2213 Benefits 3XXX Mgmt LC01 See action/service 1.4

☐ New ☐ Modified ☒ Unchanged

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 ☐ 1 ☐ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

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. Research shows the importance of participate participation to have a positive impact on student success 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 (level3) as measured by CASPP 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
    - Increase AP pass rate
    - Increase the number of student meeting A-G requirements.
    - Increase acquisition of English proficiency for EL students.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Graduation Rate Indicator District-wide	2015-2016 (Cal. Sch. Dashboard) 82.8%	District Graduation Rate Target 87.8%	District Graduation Rate Target 92.8%	District Graduation Rate Target 97.8%
Graduation Rate Hispanic	2015-2016 (Cal. Sch. Dashboard) 84.3%	Hispanic Graduation Rate 86.3%	Hispanic Graduation Rate 88.3%	Hispanic Graduation Rate 90.3%
Graduation Rate African American	2015-2016 (Cal. Sch. Dashboard) 76.3%	African American Graduation Rate Target 78.3%	African American Graduation Rate Target 80.3%	African American Graduation Rate Target 82.3%
Graduation Rate White	2015-2016 (Cal. Sch. Dashboard) 83.9%	White Graduation Rate Target 85.9%	White Graduation Rate Target 87.9%	White Graduation Rate Target 89.9%
Graduation Rate EL	2015-2016 (Cal. Sch. Dashboard) 69.6%	English Learner Graduation Rate Target 71.6%	English Learner Graduation Rate Target 73.6%	English Learner Graduation Rate Target 75.6%
Graduation Rate SPED	2015-2016 (Cal. Sch. Dashboard) 55.1%	Special Education Graduation Rate Target 59.1%	Special Education Graduation Rate Target 61.1%	Special Education Graduation Rate Target 63.1%
Graduation Rate LI/FY	2015-2016 (Cal. Sch. Dashboard) 82.2%	Low Income/Foster Youth Graduation Rate Target 84.2%	Low Income/Foster Youth Graduation Rate Target 86.2%	Low Income/Foster Youth Graduation Rate Target 88.2%
SBAC ELA % Standard Met or Exceed	2015-2016 : (CAASPP) Grade 7 32% Grade 8 31% Grade 11 45%	ELA Standard Met or Exceeded Targets: Grade 7 35% Grade 8 34% Grade 11 48%	ELA Standard Met or Exceeded Targets: Grade 7 38% Grade 8 37% Grade 11 51%	ELA Standard Met or Exceeded Targets: Grade 7 41% Grade 8 40% Grade 11 54%
SBAC Math % Standard Met or Exceed	2015-2016 : (CAASPP) Grade 7 18% Grade 8 14% Grade 11 17%	Math Standard Met or Exceeded Targets: Grade 7 21% Grade 8 17% Grade 11 20%	Math Standard Met or Exceeded Targets: Grade 7 24% Grade 8 20% Grade 11 23%	Math Standard Met or Exceeded Targets: Grade 7 27% Grade 8 23% Grade 11 26%
A-G Completion %	2015-2016 (Dataquest) 26.5%	A-G Completion Rate Target 31.5%	A-G Completion Rate Target 36.5%	A-G Completion Rate Target 41.5%
District Attendance Rate	2016-2017 (Local Data) 95.12%	Attendance Rate Increase Target 95.62%	Attendance Rate Increase Target 96.12%	Attendance Rate Increase Target 96.62%

District Suspension Rate	2014-2015 (Cal. Sch. Dashboard) 14.5%	District Suspension Rate Target 11.5%	District Suspension Rate Target 8.5%	District Suspension Rate Target 5.5%
District Expulsion Data	2016-2017 (Local Data) 81 Students	District Expulsion Rate Reduction Target (10%) 73 Students	District Expulsion Rate Reduction Target (10%) 66 Students	District Expulsion Rate Reduction Target (10%) 60 Students
AP Enrollment	2015-2016 (Local Data) 1,292	Advanced Placement Course Enrollment Target 1,318 Students	Advanced Placement Course Enrollment Target 1,344 Students	Advanced Placement Course Enrollment Target 1,370 Students
AP Exam Pass Rate of 3+	2015-2016 (College Board) 24% 3 or Better Exam Score	Advanced Placement exam Pass Rate Target 26%	Advanced Placement exam Pass Rate Target 28%	Advanced Placement exam Pass Rate Target 30%
EAP Data	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%	EAP College Readiness Data 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%	EAP College Readiness Data Targets ELA Ready 21% ELA Conditionally Ready 36% ELA Not Yet/Not Ready 43% Math Ready 10% Math Conditionally Ready 19% Math Not Yet/Not Ready 72%	EAP College Readiness Data Targets ELA Ready 24% ELA Conditionally Ready 39% ELA Not Yet/Not Ready 37% Math Ready 13% Math Conditionally Ready 21% Math Not Yet/Not Ready 66%
CELDT Annual Data	2015-2016 (Dataquest) Advanced 10% Early Advanced 37% Intermediate 35% Early Intermediate 10% Beginning 35%	CELDT Annual English Proficiency Rate Increase Targets Advanced 12% Early Advanced 39% Intermediate 36% Early Intermediate 8% Beginning 5%	CELDT Annual English Proficiency Rate Increase Targets Advanced 14% Early Advanced 40% Intermediate 35% Early Intermediate 7% Beginning 4%	CELDT Annual English Proficiency Rate Increase Targets Advanced 16% Early Advanced 42% Intermediate 33% Early Intermediate 6% Beginning 3%
D & F Grade Data	2016-2017 (Local Data) 7.2% of total grades issued	D & F Grades all Courses Reduction Rate Target 6.2%	D & F Grades all Courses Reduction Rate Target 5.2%	D & F Grades all Courses Reduction Rate Target 4.2%
District Chronic Absenteeism Rate	2016-2017 (Local Data) 7.05%	Chronic Absenteeism Reduction Target 6.05%	Chronic Absenteeism Reduction Target 5.05%	Chronic Absenteeism Reduction Target 4.05%
EL Reclassification Data	2016-2017 (Local Data) 57 Students	English Learner Reclassification Rate Target (5%) 60 Students	English Learner Reclassification Rate Target (7%) 64 Students	English Learner Reclassification Rate Target (10%) 70 Students
OMS Parent Attendance Data – Site Parent Centers	2016-2017 (Local Data) 449 Parent/Guardian Attendees	Parent Attendance Documented Increase Target (5%) 472	Parent Attendance Documented Increase Target (5%) 520	Parent Attendance Documented Increase Target (5%) 546

Parent Survey	2016-2017 (CSPS) (Strongly Agree/Agree) 1. Promotes Academic Success for all 89% 2. Student Respect 88% 3. Clear Communication 94% 4. Parent Input 84% 5. Clean/Well Maintained 88%	California School Parent Survey Results Targets 1. Promotes Academic Success for all 90% 2. Student Respect 89% 3. Clear Communication 95% 4. Parent Input 85% 5. Clean/Well Maintained 89%	California School Parent Survey Results Targets 1. Promotes Academic Success for all 91% 2. Student Respect 90% 3. Clear Communication 96% 4. Parent Input 86% 5. Clean/Well Maintained 90%	California School Parent Survey Results Targets 1. Promotes Academic Success for all 92% 2. Student Respect 91% 3. Clear Communication 97% 4. Parent Input 87% 5. Clean/Well Maintained 91%

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 **2.1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ Specific Student Group(s) _____
Location(s)	☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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.	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.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$45,000	Amount	$45,000	Amount	$45,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Resource 0400 Other services 5808 Mgmt LC02	Budget Reference	Resource 0400 Other services 5808 Mgmt LC02	Budget Reference	Resource 0400 Other services 5808 Mgmt LC02

Action **2.2**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ Specific Student Group(s) _____
Location(s)	☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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 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 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.

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	1. $16,000 2. N/A	1. $16,000 2. $ N/A	1. $16,000 2. $ N/A
Source	1. LCFF 2. Title III (District)	1. LCFF 2. Title III (District)	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. Resource 0400 Travel & Conference 5520 Other Services 5808 Parent Training 5886 Mgmt LC02 2. See action/service 1.6	1. Resource 0400 Travel & Conference 5520 Other Services 5808 Parent Training 5886 Mgmt LC02 2. See action/service 1.6

Action **2.3**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ Specific Student Group(s) _____
Location(s)	☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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 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 an emphasis on target groups of student such Special Education, EL, Low Income, and Foster Youth.

BUDGETED EXPENDITURES

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

Action **2.4**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ Specific Student Group(s) _____
Location(s)	☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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. (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. (SP, Strat.3, Spec.Rslt.2,II.E) Ensure the events for parents/guardians of targeted EL students are bilingual. Provide translation.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$5,000.00	Amount	$5,000.00	Amount	$5,000.00
Source	Title I	Source	Title I	Source	Title I
Budget Reference	Resource 3010 Interpretation 2211 Benefits 3XXX Mgmt LCPI	Budget Reference	Resource 3010 Interpretation 2211 Benefits 3XXX Mgmt LCPI	Budget Reference	Resource 3010 Interpretation 2211 Benefits 3XXX Mgmt LCPI

Action **2.5**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ Specific Student Group(s) _____
Location(s)	☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☒ Specific Schools: AHS, SHS, VVHS, CIMS, UP, GEC ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
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.	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.	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. The career technician will be assigned as follow: 1 -Silverado High School, 1- Adelanto High School, 1- Victor Valley HS and GEC, 1 - Cobalt I.M.S, and University Prep.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$258,073.00	Amount	$258,073.00	Amount	$258,073.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Resource 0400 Classified Salary 2410 Benefits 3XXX Mgmt LC02	Budget Reference	Resource 0400 Classified Salary 2410 Benefits 3XXX Mgmt LC02	Budget Reference	Resource 0400 Classified Salary 2410 Benefits 3XXX Mgmt LC02

Action **2.6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ All ☐ Students with Disabilities ☐ Specific Student Group(s) _____
Location(s)	☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☐ LEA-**wide** ☒ **Schoolwide** **OR** ☐ **Limited to Unduplicated Student Group(s)**
Location(s)	☐ All schools ☒ Specific Schools: SHS, UP, CIMS ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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 counseling needs, they will integrate the use of Destination College Advisors as part of their SPSA.	As school sites determine their college counseling needs, they will integrate the use of Destination College Advisors as part of their SPSA.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$96,000.00	Amount	$96,000.00	Amount	$96,000.00
Source	Title I (Site)	Source	Title I (Site)	Source	Title I (Site)
Budget Reference	Resource 3010 Other Services 5808 Mgmt LC02 Site Budgets	Budget Reference	Resource 3010 Other Services 5808 Mgmt LC02 Site Budgets	Budget Reference	Resource 3010 Other Services 5808 Mgmt LC02 Site Budgets

Action **2.7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ All ☐ Students with Disabilities ☐ Specific Student Group(s) _____
Location(s)	☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☒ Specific Schools: AHS, SHS, VVHS, CIMS, UP, HJH ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Provide support for a Parent Center at school sites who have employed a Family Engagement Liaison. The Family Engagement Liaison will support and monitor parent engagement. They will also support the school sites with the annual parent survey, parent attendance monitoring using OMS, and provide events to help parents navigate the school system.	Provide support for a Parent Center at school sites who have employed a Family Engagement Liaison. The Family Engagement Liaison will support and monitor parent engagement. They will also support the school sites with the annual parent survey, parent attendance monitoring using OMS, and provide events to help parents navigate the school system.	Provide support for a Parent Center at school sites who have employed a Family Engagement Liaison. The Family Engagement Liaison will support and monitor parent engagement. They will also support the school sites with the annual parent survey, parent attendance monitoring using OMS, and provide events to help parents navigate the school system.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	1. $233,225.00 2. $45,847.00	Amount	1. $234,967.00 2. $45,847.00	Amount	1. $234,967.00 2. $45,847.00
Source	1. Title I (Site) 2. EIA/LEP (Site)	Source	1. Title I (Site) 2. EIA/LEP (Site)	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*	Budget Reference	Resource 3010 Classified Salary 2950 Benefits 3XXX Mgmt LC02 Resource 0790 Classified Salary 2950 Benefits 3XXX Mgmt LC02 **Site Funds*	Budget Reference	Resource 3010 Classified Salary 2950 Benefits 3XXX Mgmt LC02 Resource 0790 Classified Salary 2950 Benefits 3XXX Mgmt LC02 **Site Funds*

☐ New ☐ Modified ☒ Unchanged

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 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☐ 6 ☒ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

1. VVUHSD need to improve and increase the opportunities for our students to explore greater career related fields.
   - Maintain and/or increase CTE and Career pathway options for students to prepare for college & career.
2. Research indicates the greater the engagement and attachment to a school, the less likely a student is to drop out.
   - Reduction in the Dropout rate by 2% for all student groups
   - Increase pupil attendance by .5%
3. The district recognizes a need to increase counseling and guidance for students interested in exploring career opportunities beyond graduation.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CTE Enrollment	2016-2017 (Local Data) 2,501	Career Technical Education Enrollment Target (2%) 2,551	Career Technical Education Enrollment Target (2%) 2,601	Career Technical Education Enrollment Target (2%) 2,651
District High School Dropout Rate	2015-2016 (Dataquest) 21.1%	High School Dropout Rate Reduction Target 19.1%	High School Dropout Rate Reduction Target 17.1%	High School Dropout Rate Reduction Target 15.1%
District Dropout Rate Hispanic/Latino	2015-2016 (Dataquest) 5.3%	Hispanic/Latino Dropout Rate Reduction Target 3.3%	Hispanic/Latino Dropout Rate Reduction Target 1.3%	Hispanic/Latino Dropout Rate Reduction Target > 1%

District Dropout Rate Asian	2015-2016 (Dataquest) 2.0%	Asian Dropout Rate Reduction Target > 1%	Asian Dropout Rate Reduction Target > 1%	Asian Dropout Rate Reduction Target > 1%
District Dropout Rate African American	2015-2016 (Dataquest) 6.7%	African American Dropout Rate Reduction Target 4.7%	African American Dropout Rate Reduction Target 2.7%	African American Dropout Rate Reduction Target > 1%
District Dropout Rate White	2015-2016 (Dataquest) 6.1%	White Dropout Rate Reduction Target 4.1%	White Dropout Rate Reduction Target 2.1%	White Dropout Rate Reduction Target > 1%
District Dropout Rate Two or More Races	2015-2016 (Dataquest) 7.2%	Two or More Races Dropout Rate Reduction Target 5.2%	Two or More Races Dropout Rate Reduction Target 3.2%	Two or More Races Dropout Rate Reduction Target 1.2%
District Attendance Rate	2016-2017 (Local Data) 95.12%	Attendance Rate Increase Target 95.62%	Attendance Rate Increase Target 96.12%	Attendance Rate Increase Target 96.62%
District Chronic Absenteeism Rate	2016-2017 (Local Data) 7.05%	Chronic Absenteeism Reduction Target 6.05%	Chronic Absenteeism Reduction Target 5.05%	Chronic Absenteeism Reduction Target 4.05%

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 **3.1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ Specific Student Group(s) _____
Location(s)	☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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.	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.	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.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$0	Amount	$0	Amount	$0
Source		Source		Source	
Budget Reference	See Goal 1, Action/service 1.14	Budget Reference	See Goal 1, Action/service 1.14	Budget Reference	See Goal 1, Action/service 1.14

Action **3.2**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ Specific Student Group(s) _____
Location(s)	☐ All schools ☒ Specific Schools: AHS, SHS, VVHS, CIMS, UP ☐ Specific Grade spans: _____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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.	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.	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.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$12,000.00	Amount	$12,000.00	Amount	$12,000.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Resource 0400 Instructional Materials 4310 Other Services 5886 Mgmt LC03	Budget Reference	Resource 0400 Instructional Materials 4310 Other Services 5886 Mgmt LC03	Budget Reference	Resource 0400 Instructional Materials 4310 Other Services 5886 Mgmt LC03

Action **3.3**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ Specific Student Group(s) _____
Location(s)	☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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.	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.	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.

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	1. $20,145.00 2. $5,000.00	1. $20,145.00 2. $5,000.00	1. $20,145.00 2. $5,000.00
Source	1. Title I (District) 2. LCFF	1. Title I (District) 2. LCFF	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. Resource 3010 Certificated Extra Duty 1130 Certificated Subs 1140 Benefits 3XXX Transportation 5720 Mgmt LC03 2. Resource 0400 Admission Fees 5886 Mgmt LC03	1. Resource 3010 Certificated Extra Duty 1130 Certificated Subs 1140 Benefits 3XXX Transportation 5720 Mgmt LC03 2. Resource 0400 Admission Fees 5886 Mgmt LC03

Action **3.4**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ Specific Student Group(s) _____
Location(s)	☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
The Coordinator of CTE will support counseling staff with the promotion of all available career pathways throughout the district to increase student awareness and choices available regarding college and career focus. The coordinator will also support the expansion of career opportunities through CTE by exploring greater opportunities for the district and school sites to strengthen ties with the business community, involving the counseling staff whenever possible. The coordinator will work with the middle school programs to align current vocational courses to the career pathways at the high schools. This will also include increased services for special education students through support of a workability liaison.	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	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 workability. This will also include increased services for special education students

	support of a workability liaison.	through support of a workability liaison.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$74,751.00	Amount	$74,751.00	Amount	$74,751.00
Source	Special Education	Source	Special Education	Source	Special Education
Budget Reference	Resource 6520 Clerical Salary 2410 Benefits 3XXX Mgmt LC03 See Goal 1, Action/Service 1.8	Budget Reference	Resource 6520 Clerical Salary 2410 Benefits 3XXX Mgmt LC03 See Goal 1, Action/Service 1.8	Budget Reference	Resource 6520 Clerical Salary 2410 Benefits 3XXX Mgmt LC03 See Goal 1, Action/Service 1.8

☐ New ☐ Modified ☒ Unchanged

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 ☐ 1 ☐ 2 ☐ 3 ☒ 4 ☒ 5 ☐ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

1. VVUHSD recognizes the need to intervene for our at risk students of all student groups. Research shows that grade 7 and 9 are pivotal years for student achievement. District data indicates that a large number of students are at risk in math. District Data indicates a high of D and F grades in Math and ELA. Focus areas to increase student achievement must support state indicators.
    - Increase the number of pupils attaining proficiency as measured by CASPP in grades 7,8, and 11 in ELA and Math by 3%
    - Reduce the number of students receiving a letter grade of lower than a C- in ELA or Math by 3%.
    - Increase pupils enrolled in A-G classes by 2%
    - Increase enrollment in AP Courses by 2%
    - Increase AP examinations pass rate by 2%
    - Reduce VVUHSD Dropout rate by 2%
    - Reduce Chronic Absenteeism by 1%

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC ELA % Standard Met or Exceed	2015-2016 : (CAASPP) Grade 7 32% Grade 8 31% Grade 11 45%	ELA Standard Met or Exceeded Targets: Grade 7 35% Grade 8 34% Grade 11 48%	ELA Standard Met or Exceeded Targets: Grade 7 38% Grade 8 37% Grade 11 51%	ELA Standard Met or Exceeded Targets: Grade 7 41% Grade 8 40% Grade 11 54%
SBAC Math % Standard	2015-2016 : (CAASPP)	Math Standard Met or Exceeded	Math Standard Met or Exceeded	Math Standard Met or Exceeded

Met or Exceed	Grade 7 18% Grade 8 14% Grade 11 17%	Targets: Grade 7 21% Grade 8 17% Grade 11 20%	Targets: Grade 7 24% Grade 8 20% Grade 11 23%	Targets: Grade 7 27% Grade 8 23% Grade 11 26%
A-G Completion %	2015-2016 (Dataquest) 26.5%	A-G Completion Rate Target 31.5%	A-G Completion Rate Target 36.5%	A-G Completion Rate Target 41.5%
AP Enrollment	2016-2017 (Local Data) 1,292	Advanced Placement Course Enrollment Target 1,318 Students	Advanced Placement Course Enrollment Target 1,344 Students	Advanced Placement Course Enrollment Target 1,370 Students
AP Exam Pass Rate of 3+	2015-2016 (College Board) 24%	Advanced Placement exam Pass Rate Target 26%	Advanced Placement exam Pass Rate Target 28%	Advanced Placement exam Pass Rate Target 30%
EAP Data	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%	EAP College Readiness Data 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%	EAP College Readiness Data Targets ELA Ready 21% ELA Conditionally Ready 36% ELA Not Yet/Not Ready 43% Math Ready 10% Math Conditionally Ready 19% Math Not Yet/Not Ready 72%	EAP College Readiness Data Targets ELA Ready 24% ELA Conditionally Ready 39% ELA Not Yet/Not Ready 37% Math Ready 13% Math Conditionally Ready 21% Math Not Yet/Not Ready 66%
District High School Dropout Rate	2015-2016 (Dataquest) 21.1%	High School Dropout Rate Reduction Target 19.1%	High School Dropout Rate Reduction Target 17.1%	High School Dropout Rate Reduction Target 15.1%
Middle School Dropout Rate	2015-2016 (Local Data) 2%	Middle School Dropout Rate Reduction Target 0%	Middle School Dropout Rate Reduction Target 0%	Middle School Dropout Rate Reduction Target 0%
D & F Grade Data ELA	2016-2017 (Local Data) Grades of “D” = 1,041 Grades of “F” = 1,029	ELA Grade Reduction of D and F Targets Grades of “D” = 1,010 Grades of “F” = 998	ELA Grade Reduction of D and F Targets Grades of “D” = 980 Grades of “F” = 968	ELA Grade Reduction of D and F Targets Grades of “D” = 951 Grades of “F” = 939
D & F Grade Data Math	2016-2017 (Local Data) Grades of “D” = 723 Grades of “F” = 1,374	Math Grade Reduction of D and F Targets Grades of “D” = 701 Grades of “F” = 1,333	Math Grade Reduction of D and F Targets Grades of “D” = 680 Grades of “F” = 1,293	Math Grade Reduction of D and F Targets Grades of “D” = 660 Grades of “F” = 1,254
A-G Completion %	2015-2016 (Dataquest) 26.5%	A-G Completion Rate Target 31.5%	A-G Completion Rate Target 36.5%	A-G Completion Rate Target 41.5%

District Attendance Rate	2016-2017 (Local Data) 95.12%	Attendance Rate Increase Target 95.62%	Attendance Rate Increase Target 96.12%	Attendance Rate Increase Target 96.62%
District Chronic Absenteeism Rate	2016-2017 (Local Data) 7.05%	Chronic Absenteeism Reduction Target 6.05%	Chronic Absenteeism Reduction Target 5.05%	Chronic Absenteeism Reduction Target 4.05%
EL Reclassification Data	2016-2017 (Local Data) 57 Students	English Learner Reclassification Rate Target (5%) 60 Students	English Learner Reclassification Rate Target (7%) 64 Students	English Learner Reclassification Rate Target (10%) 70 Students

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 **4.1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ Specific Student Group(s) _____
Location(s)	☐ All schools ☒ Specific Schools: AHS, SHS, VVHS, CIMS, LLA, HJH, UP ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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.	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.	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.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$278,254.00	Amount	$278,254.00	Amount	$278,254.00
Source	Title I (Site)	Source	Title I (Site)	Source	Title I (Site)
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	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	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

Action **4.2**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ Specific Student Group(s) _____
Location(s)	☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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 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 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.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$0	Amount	$0	Amount	$0
Source		Source		Source	
Budget Reference	See Goal 1, Actions/services 1.11	Budget Reference	See Goal 1, Actions/services 1.11	Budget Reference	See Goal 1, Actions/services 1.11

Action **4.3**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ Specific Student Group(s) _____
Location(s)	☐ All schools ☒ Specific Schools: AHA, SHS, VVHS, LLA, HJH ☐ Specific Grade spans:

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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. See Goal 1, action/service 1.1.	Employ a dedicated intervention counselor for grade 7 and grade 9 student to 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 tentative goals to plan for college and career readiness. See Goal 1, action/service 1.1.	Employ a dedicated intervention counselor for grade 7 and grade 9 student to 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 tentative goals to plan for college and career readiness. See Goal 1, action/service 1.1.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$0	Amount	$0	Amount	$0
Source		Source		Source	
Budget Reference	See Goal 1, Actions/services 1.1	Budget Reference	See Goal 1, Actions/services 1.1	Budget Reference	See Goal 1, Actions/services 1.1

Action **4.4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ Specific Student Group(s) _____
Location(s)	☐ All schools ☒ Specific Schools: AHA, SHS, VVHS, CIMS, UP, GEC ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
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.	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. 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.	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. 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

2017-18		2018-19		2019-20	
Amount	$0	Amount	$0	Amount	$0
Source		Source		Source	
Budget Reference	See Goal 1, Action/service 1.8	Budget Reference	See Goal 1, Action/service 1.8	Budget Reference	See Goal 1, Action/service 1.8

Action **4.5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ All ☐ Students with Disabilities ☐ Specific Student Group(s) _____
Location(s)	☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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.	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.	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

• Career Center technicians will collaborate with counseling staff and help organize Career Fairs to happen at all school sites annually.	• Career Center technicians will collaborate with counseling staff and help organize Career Fairs to happen at all school sites annually.	counseling staff and help organize Career Fairs to happen at all school sites annually.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$8,000.00	Amount	$8,000.00	Amount	$8,000.00
Source	Title I (District)	Source	Title I (District)	Source	Title I (District)
Budget Reference	Resource 3010 Other books 4210 Site Licenses 5840 Mgmt LC04	Budget Reference	Resource 3010 Other books 4210 Site Licenses 5840 Mgmt LC04	Budget Reference	Resource 3010 Other books 4210 Site Licenses 5840 Mgmt LC04

Action **4.6**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ Specific Student Group(s) _____
Location(s)	☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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	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	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 attend 0/7th period course and afterschool RTI.	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.	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

	2017-18	2018-19	2019-20
Amount	1. $191,413.00 2. $454,202.00	1. $191,413.00 2. $454,202.00	3. $191,413.00 4. $454,202.00
Source	1. LCFF 2. Title I (Site)	1. LCFF 2. Title I (Site)	1. LCFF 2. Title I (Site)
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	3. Resource 0400 Certificated Extra Assign. 1130 Other Classified Pay 2950 Benefits 3XXX Mgmt LCLI 4. Resource 3010 Certificated Extra Assign. 1130 Other Classified Pay 2950 Benefits 3XXX District Transportation 5720 Mgmt SESV Site Funded	5. Resource 0400 Certificated Extra Assign. 1130 Other Classified Pay 2950 Benefits 3XXX Mgmt LCLI 6. Resource 3010 Certificated Extra Assign. 1130 Other Classified Pay 2950 Benefits 3XXX District Transportation 5720 Mgmt SESV Site Funded

Action **4.7**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ Specific Student Group(s) _____
Location(s)	☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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.	Implement a chronic absentee intervention program district-wide called Attention 2 Attendance in order to reduce chronic absenteeism. Continue and expand incentive programs to encourage and reward positive attendance, as well as focus on chronic absenteeism with parent meetings, SARB and home visits.	Implement a chronic absentee intervention program district-wide called Attention 2 Attendance in order to reduce chronic absenteeism. Continue and expand incentive programs to encourage and reward positive attendance, as well as focus on chronic absenteeism with parent meetings, SARB and home visits.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	1. $8,000.00 2. $57,000.00	Amount	1. $8,000.00 2. $57,000.00	Amount	1. $8,000.00 2. $57,000.00
Source	1. Title I (District) 2. LCFF	Source	1. Title I (District) 2. LCFF	Source	1. Title I (District) 2. LCFF
Budget Reference	1. Resource 3010 Instructional Materials 4310 Mgmt LC04 1. Resource 0400 Contract Services 5808 Mgmt LC04	Budget Reference	2. Resource 3010 Instructional Materials 4310 Mgmt LC04 2. Resource 0400 Contract Services 5808 Mgmt LC04	Budget Reference	3. Resource 3010 Instructional Materials 4310 Mgmt LC04 3. Resource 0400 Contract Services 5808 Mgmt LC04

Action **4.8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ All ☐ Students with Disabilities ☐ Specific Student Group(s) _____
Location(s)	☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☒ Specific Schools: GEC ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
Expand the offerings of adult 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.	Expand the offerings of adult 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. Explore employing such programs as Youth Build and AmeriCorps initiatives within our district to invest in career/job skills focused students.	Expand the offerings of adult 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. Employ such programs as Youth Build and AmeriCorps initiatives within our district to invest in career/job skills focused students.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$80,909.00	Amount	$80,909.00	Amount	$80,909.00
Source	Adult Education	Source	Adult Education	Source	Adult Education
Budget Reference	Resource 6391 Certificated Salary 1110 Benefits 3XXX Mgmt LC04	Budget Reference	Resource 6391 Certificated Salary 1110 Benefits 3XXX Mgmt LC04	Budget Reference	Resource 6391 Certificated Salary 1110 Benefits 3XXX Mgmt LC04

Action **4.9**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ Specific Student Group(s) _____
Location(s)	☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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.	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.	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.

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	1. $18,000.00 2. $9,000.00	1. $35,000.00 2. $9,000.00	1. $35,000.00 2. $9,000.00
Source	1. Title I (District) 2. LCFF	1. Title I (District) 2. LCFF	1. Title I (District) 2. LCFF
Budget Reference	1. Resource 3010 Refreshments 4331 Outside Transportation 5806 Mgmt LC04 1. Resource 0400 Instructional Materials 4310 Other Services 5886 Mgmt LC04	2. Resource 3010 Refreshments 4331 Outside Transportation 5806 Mgmt LC04 2. Resource 0400 Instructional Materials 4310 Other Services 5886 Mgmt LC04	3. Resource 3010 Refreshments 4331 Outside Transportation 5806 Mgmt LC04 3. Resource 0400 Instructional Materials 4310 Other Services 5886 Mgmt LC04

Action **4.10**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ Specific Student Group(s) _____
Location(s)	☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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.	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.	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

2017-18		2018-19		2019-20	
Amount	$0	Amount	$0	Amount	$0
Source		Source		Source	

Budget Reference	See Goal 1, Action/service 1.14	Budget Reference	See Goal 1, Action/service 1.14	Budget Reference	See Goal 1, Action/service 1.14

Action **4.11**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ Specific Student Group(s) _____
Location(s)	☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served	☒ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools_____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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.	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.	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.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$0	Amount	$0	Amount	$8,046.00
Source		Source		Source	Title III (District)

Budget Reference	See Goal 2, Action/service 2.4	Budget Reference	See Goal 2, Action/service 2.4	Budget Reference	See Goal 2, Action/service 2.4

☐ New ☐ Modified ☒ Unchanged

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 ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

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
- Increased sense of well-being for students
- Increase percentage of observed instruction of standards and common core instructional shifts

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Graduation Rate Indicator District-wide	2015-2016 (Cal. Sch. Dashboard) 82.8%	District Graduation Rate Target 87.8%	District Graduation Rate Target 92.8%	District Graduation Rate Target 97.8%
Graduation Rate Hispanic	2015-2016 (Cal. Sch. Dashboard) 84.3%	Hispanic Graduation Rate 86.3%	Hispanic Graduation Rate 88.3%	Hispanic Graduation Rate 90.3%

Graduation Rate African American	2015-2016 (Cal. Sch. Dashboard) 76.3%	African American Graduation Rate Target 78.3%	African American Graduation Rate Target 80.3%	African American Graduation Rate Target 82.3%
Graduation Rate White	2015-2016 (Cal. Sch. Dashboard) 83.9%	White Graduation Rate Target 85.9%	White Graduation Rate Target 87.9%	White Graduation Rate Target 89.9%
Graduation Rate EL	2015-2016 (Cal. Sch. Dashboard) 69.6%	English Learner Graduation Rate Target 71.6%	English Learner Graduation Rate Target 73.6%	English Learner Graduation Rate Target 75.6%
Graduation Rate SPED	2015-2016 (Cal. Sch. Dashboard) 55.1%	Special Education Graduation Rate Target 59.1%	Special Education Graduation Rate Target 61.1%	Special Education Graduation Rate Target 63.1%
Graduation Rate LI/FY	2015-2016 (Cal. Sch. Dashboard) 82.2%	Low Income/Foster Youth Graduation Rate Target 84.2%	Low Income/Foster Youth Graduation Rate Target 86.2%	Low Income/Foster Youth Graduation Rate Target 88.2%
SBAC ELA % Standard Met or Exceed	2015-2016 : (CAASPP) Grade 7 32% Grade 8 31% Grade 11 45%	ELA Standard Met or Exceeded Targets: Grade 7 35% Grade 8 34% Grade 11 48%	ELA Standard Met or Exceeded Targets: Grade 7 38% Grade 8 37% Grade 11 51%	ELA Standard Met or Exceeded Targets: Grade 7 41% Grade 8 40% Grade 11 54%
SBAC Math % Standard Met or Exceed	2015-2016 : (CAASPP) Grade 7 18% Grade 8 14% Grade 11 17%	Math Standard Met or Exceeded Targets: Grade 7 21% Grade 8 17% Grade 11 20%	Math Standard Met or Exceeded Targets: Grade 7 24% Grade 8 20% Grade 11 23%	Math Standard Met or Exceeded Targets: Grade 7 27% Grade 8 23% Grade 11 26%
SBAC ELA % Standard Met or Exceed by target groups	2015-2016 (CAASPP) *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% *SED* Gr. 7= 30% Gr. 8=28% Gr. 11=43% *EL* Gr. 7= 6% Gr. 8=3% Gr. 11=6%	Math Standard Met or Exceeded Targets: *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*	Math Standard Met or Exceeded Targets: *Hispanic* Gr. 7= 39% Gr. 8=37% Gr. 11=53% *African American* Gr. 7= 30% Gr. 8=24% Gr. 11=36% *White* Gr. 7= 54% Gr. 8=54% Gr. 11=58% *SED* Gr. 7= 36% Gr. 8=35% Gr. 11=49% *EL*	Math Standard Met or Exceeded Targets: *Hispanic* Gr. 7= 42% Gr. 8=40% Gr. 11=56% *African American* Gr. 7= 33% Gr. 8=27% Gr. 11=39% *White* Gr. 7= 57% Gr. 8=57% Gr. 11=61% *SED* Gr. 7= 39% Gr. 8=38% Gr. 11=52% *EL*

	SPED Gr. 7= 4% Gr. 8=2% Gr. 11=8%	Gr. 7= 9% Gr. 8=6% Gr. 11=9% *SPED* Gr. 7= 7% Gr. 8=5% Gr. 11=11%	Gr. 7= 12% Gr. 8=9% Gr. 11=12% *SPED* Gr. 7= 10% Gr. 8=8% Gr. 11=14%	Gr. 7= 15% Gr. 8=12% Gr. 11=15% *SPED* Gr. 7= 13% Gr. 8=11% Gr. 11=17%
SBAC Math % Standard Met or Exceed by target groups	2015-2016 (CAASPP) *Hispanic* Gr. 7= 17% Gr. 8=14% Gr. 11=17% *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%	2015-2016 (CAASPP) *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%	2015-2016 (CAASPP) *Hispanic* Gr. 7= 23% Gr. 8=20% Gr. 11=23% *African American* Gr. 7= 15% Gr. 8=11% Gr. 11=14% *White* Gr. 7= 39% Gr. 8=29% Gr. 11=30% *SED* Gr. 7= 21% Gr. 8=19% Gr. 11=21% *EL* Gr. 7= 12% Gr. 8=9% Gr. 11=12% *SPED* Gr. 7= 8% Gr. 8=6% Gr. 11=8%	2015-2016 (CAASPP) *Hispanic* Gr. 7= 26% Gr. 8=23% Gr. 11=26% *African American* Gr. 7= 18% Gr. 8=14% Gr. 11=17% *White* Gr. 7= 42% Gr. 8=32% Gr. 11=33% *SED* Gr. 7= 24% Gr. 8=22% Gr. 11=24% *EL* Gr. 7= 15% Gr. 8=12% Gr. 11=15% *SPED* Gr. 7= 11% Gr. 8=9% Gr. 11=11%
A-G Completion %	2015-2016 (Dataquest) 26.5%	A-G Completion Rate Target 31.5%	A-G Completion Rate Target 36.5%	A-G Completion Rate Target 41.5%
California Healthy Kids Survey: School Connectedness (High)	<u>Key Indicators: School Engagements & support</u> *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)*	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%	CHKS Key Indicators Targets *School Connectedness (high)* Gr. 7=54% Gr.9=43% Gr.11=37% *Academic Motivation (high)* Gr. 7= 50% Gr.9=37% Gr.11=35% *Caring Adult Relationships (high)* Gr. 7=32% Gr.9=28% Gr.11=28% *High Expectations (high)* Gr. 7=54% Gr.9=51%	CHKS Key Indicators Targets *School Connectedness (high)* Gr. 7=55% Gr.9=44% Gr.11=38% *Academic Motivation (high)* Gr. 7= 51% Gr.9=38% Gr.11=36% *Caring Adult Relationships (high)* Gr. 7=33% Gr.9=29% Gr.11=29% *High Expectations (high)* Gr. 7=55% Gr.9=52%

	Gr. 7=16% Gr.9=13% Gr.11=14%	Gr.11=40% *Meaningful Participation (high)* Gr. 7=17% Gr.9=14% Gr.11=15%	Gr.11=41% *Meaningful Participation (high)* Gr. 7=18% Gr.9=15% Gr.11=16%	Gr.11=42% *Meaningful Participation (high)* Gr. 7=19% Gr.9=16% Gr.11=17%
AP Enrollment	2016-2017 (Local Data) 1,292 Students	Advanced Placement Course Enrollment Target 1,318 Students	Advanced Placement Course Enrollment Target 1,344 Students	Advanced Placement Course Enrollment Target 1,370 Students
AP Exam Pass Rate of 3+	2015-2016 (College Board) 24% 3 or Better Exam Score	Advanced Placement exam Pass Rate Target 26%	Advanced Placement exam Pass Rate Target 28%	Advanced Placement exam Pass Rate Target 30%
EAP Data	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%	EAP College Readiness Data 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%	EAP College Readiness Data Targets ELA Ready 21% ELA Conditionally Ready 36% ELA Not Yet/Not Ready 43% Math Ready 10% Math Conditionally Ready 19% Math Not Yet/Not Ready 72%	EAP College Readiness Data Targets ELA Ready 24% ELA Conditionally Ready 39% ELA Not Yet/Not Ready 37% Math Ready 13% Math Conditionally Ready 21% Math Not Yet/Not Ready 66%
District High School Dropout Rate	2015-2016 (Dataquest) 21.1%	High School Dropout Rate Reduction Target 19.1%	High School Dropout Rate Reduction Target 17.1%	High School Dropout Rate Reduction Target 15.1%
Middle School Dropout Rate	2015-2016 (Dataquest) 2%	Middle School Dropout Rate Reduction Target 0%	Middle School Dropout Rate Reduction Target 0%	Middle School Dropout Rate Reduction Target 0%
D & F Grade Data	2016-2017 (Local Data) 7.2% of total grades issued	D & F Grades all Courses Reduction Rate Target 6.2%	D & F Grades all Courses Reduction Rate Target 5.2%	D & F Grades all Courses Reduction Rate Target 4.2%
District Chronic Absenteeism Rate	2016-2017 (Local Data) 7.05%	Chronic Absenteeism Reduction Target 6.05%	Chronic Absenteeism Reduction Target 5.05%	Chronic Absenteeism Reduction Target 4.05%
District Expulsion Data	2016-2017 (Local Data) 81 Students	District Expulsion Rate Reduction Target (10%) 73 Students	District Expulsion Rate Reduction Target (10%) 66 Students	District Expulsion Rate Reduction Target (10%) 60 Students
EL Reclassification Data	2016-2017 (Local Data) 57 Students	English Learner Reclassification Rate Target (5%) 60 Students	English Learner Reclassification Rate Target (7%) 64 Students	English Learner Reclassification Rate Target (10%) 70 Students
Classroom Observation Data (260+)	2016-2017 (Local Data) Evidence Based Written and Oral Work:	Classroom Observations of target Instructional Strategies increase by 5%: Evidence Based Written and	Classroom Observations of target Instructional Strategies increase by 5%: Evidence Based Written and Oral	Classroom Observations of target Instructional Strategies increase by 5%: Evidence Based Written and Oral

	• 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%	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	Work: • Observed 53.4% • Not Observed 27.1% • Not Applicable N/A Use of Expository Texts: • Observed 30.1% • Not Observed 37.7% • Not Applicable N/A Use of Close Reading Strategies: • Observed 19.2% • Not Observed 42.5% • Not Applicable N/A Use of Higher Level Questioning: • Observed 15.8% • Not Observed 63.4% • Not Applicable N/A Evidence of the Standards of Mathematical Practice: • Observed 17.1% • Not Observed 8.4% • Not Applicable N/A Use of Multiple Representations in Mathematics: • Observed 14.9% • Not Observed 9.9% • Not Applicable N/A	Work: • Observed 58.4% • Not Observed 22.1% • Not Applicable N/A Use of Expository Texts: • Observed 35.1% • Not Observed 32.7% • Not Applicable N/A Use of Close Reading Strategies: • Observed 24.2% • Not Observed 37.5% • Not Applicable N/A Use of Higher Level Questioning: • Observed 20.8% • Not Observed 58.4% • Not Applicable N/A Evidence of the Standards of Mathematical Practice: • Observed 22.1% • Not Observed 3.4% • Not Applicable N/A Use of Multiple Representations in Mathematics: • Observed 19.9% • Not Observed 4.9% • Not Applicable N/A
Instructional Materials Data	2016-2017 (Local Data) Williams Report Board Approval January 19, 2017 Instructional Materials – No insufficiencies were observed.	Maintain Instructional Materials Williams Report Status of “no insufficiencies observed.”	Maintain Instructional Materials Williams Report Status of “no insufficiencies observed.”	Maintain Instructional Materials Williams Report Status of “no insufficiencies observed.”
Common Core Aligned Textbook Adoption Data	2016-2017 (Local Data) English Language Arts Adoption Board Approval March 2, 2017	History Social Science State Framework Aligned Materials target Adoption March 2018	Next Generation Science Standards Aligned Materials target Adoption March 2019	Maintain State Standards Aligned Materials

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.	• Maintain Facilities Williams Report Status for *Extreme Deficiencies* of "None Observed" • Reduce the incidents observed of G*ood Repair Deficiencies* to less than two sections.	• Maintain Facilities Williams Report Status for *Extreme Deficiencies* of "None Observed" • Reduce the incidents observed of *Good Repair Deficiencies* to less than one sections.	• Maintain Facilities Williams Report Status for *Extreme Deficiencies* of "None Observed" • Maintain the incidents observed of *Good Repair Deficiencies* to one sections.
Teacher Assignment Data	2015-2016 (Local Data) Williams Report Board Approval July 20, 2016 : No findings	Maintain Teacher Assignment Williams Report Status as "no findings"	Maintain Teacher Assignment Williams Report Status as "no findings"	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 **5.1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ Specific Student Group(s) _____
Location(s)	☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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.	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.	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

2017-18		2018-19		2019-20	
Amount	$0	Amount	$0	Amount	$0

Source		Source		Source	
Budget Reference	See Goal 1, Action/service 1.7	Budget Reference	See Goal 1, Action/service 1.7	Budget Reference	See Goal 1, Action/service 1.7

Action **5.2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ Specific Student Group(s) _____
Location(s)	☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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.	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.	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.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$31,000.00	Amount	$15,000.00	Amount	$15,000.00
Source	Title II (District)	Source	Title II (District)	Source	Title II (District)
Budget Reference	Resource 4035 Object 5808 Site License 5840 Mgmt LC05	Budget Reference	Resource 4035 Object 5808 Site License 5840 Mgmt LC05	Budget Reference	Resource 4035 Object 5808 Site License 5840 Mgmt LC05

Action **5.3**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ Specific Student Group(s) _____
Location(s)	☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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.	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.	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.

BUDGETED EXPENDITURES

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

Action **5.4**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ Specific Student Group(s) _____
Location(s)	☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Provide workshops/ professional development opportunities to certificated and classified staff enhance the practices, safety and security of our students and staff.	Provide workshops/ professional development opportunities to certificated and classified staff enhance the practices, safety and security of our students and staff.	Provide workshops/ professional development opportunities to certificated and classified staff enhance the practices, safety and security of our students and staff.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$44,367.00	Amount	$44,367.00	Amount	$44,367.00
Source	LCFF	Source	LCFF	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	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 Staff Sub 2440 Other Contracts 5808 Mgmt LC05	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 Staff Sub 2440 Other Contracts 5808 Mgmt LC05

Action **5.5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ All ☐ Students with Disabilities ☐ Specific Student Group(s) _____
Location(s)	☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Provide additional Professional Development and instructional support for teachers in ELA and Math by employing 2 District Coordinators.	Provide additional Professional Development and instructional support for teachers in ELA and Math by employing 2 District Coordinators	Provide additional Professional Development and instructional support for teachers in ELA and Math by employing 2 District Coordinators.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	1. $64,088.00 2. $256,354.00	Amount	1. $64,088.00 2. $256,354.00	Amount	1. $64,088.00 2. $256,354.00
Source	1. Title II (District) 2. Title I (District)	Source	1. Title II (District) 2. Title I (District)	Source	1. Title II (District) 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	Budget Reference	1. Resource 4035 Certificated Contract 1316 Benefits 3XXX Mgmt LC05 2. Resource 3010 Cerificated Contract 1316 Benefits 3XXX Mgmt LC05	Budget Reference	1. Resource 4035 Certificated Contract 1316 Benefits 3XXX Mgmt LC05 2. Resource 3010 Cerificated Contract 1316 Benefits 3XXX Mgmt LC05

☐ New ☐ Modified ☒ Unchanged

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 ☒ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

The District Strategic Planning Committee have identified the need to streamline district procedures and practices 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
- 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 MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
California School Parent Survey 2016-2017 (Strongly Agree/Agree)	1. Promotes Academic Success for all = 89% 2. Student Respect = 88% 3. Clear Communication = 94% 4. Parent Input = 84% 5. Schls Clean/Maintained = 88%	California School Parent Survey Results Targets 1. Promotes Academic Success for all 90% 2. Student Respect 89% 3. Clear Communication 95% 4. Parent Input 85% 5. Clean/Well Maintained 89%	California School Parent Survey Results Targets 1. Promotes Academic Success for all 91% 2. Student Respect 90% 3. Clear Communication 96% 4. Parent Input 86% 5. Clean/Well Maintained 90%	California School Parent Survey Results Targets 1. Promotes Academic Success for all 92% 2. Student Respect 91% 3. Clear Communication 97% 4. Parent Input 87% 5. Clean/Well Maintained 91%
California School Parent Survey 2016- 2017	Key Indicators: (agree/strongly agree) *School is a safe place for my child.* MS= 84% HS= 90% *School has adults that really care*	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*	California School Parent Survey Key Indicators Targets *School is a safe place for my child.* MS= 86% HS= 92% *School has adults that really care*	California School Parent Survey Key Indicators Targets *School is a safe place for my child.* MS= 87% HS= 93% *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%	*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%	*about my child.* MS=89% HS=87% *School treats students with respect.* MS=93% HS=89% *Harassment or bullying of students* (somewhat a problem, large problem). MS=35% HS=23%	*about my child.* MS=90% HS=88% *School treats students with respect.* MS=94% HS=90% *Harassment or bullying of students* (somewhat a problem, large problem). MS=3534 HS=22%
Uniform Complaint Filings	2016-2017 (Local Data) 0 - Board Agenda 4/19/17	Maintain District Uniform Complaint Status as 0.	Maintain District Uniform Complaint Status as 0.	Maintain District Uniform Complaint Status as 0.
Instructional Materials Data	2016-2017 (Local Data) Williams Report Board Approval January 19, 2017 Instructional Materials – No insufficiencies were observed.	Maintain Instructional Materials Williams Report Status of "no insufficiencies observed."	Maintain Instructional Materials Williams Report Status of "no insufficiencies observed."	Maintain Instructional Materials Williams Report Status of "no insufficiencies observed."
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.	• Maintain Facilities Williams Report Status for *Extreme Deficiencies* of "None Observed" • Reduce the incidents observed of G*ood Repair Deficiencies* to less than two sections.	• Maintain Facilities Williams Report Status for *Extreme Deficiencies* of "None Observed" • Reduce the incidents observed of *Good Repair Deficiencies* to less than one sections.	• Maintain Facilities Williams Report Status for *Extreme Deficiencies* of "None Observed" • Maintain the incidents observed of *Good Repair Deficiencies* to one sections.
Teacher Assignment Data	2015-2016 (Local Data) Williams Report Board Approval July 20, 2016 : No findings	Maintain Teacher Assignment Williams Report Status as "no findings"	Maintain Teacher Assignment Williams Report Status as "no findings"	Maintain Teacher Assignment Williams Report Status as "no findings"
OMS Parent Attendance Data – Site Parent Centers	2016-2017 (Local Data) 449 Parent/Guardian Attendees	Parent Attendance Documented Increase Target (5%) 472	Parent Attendance Documented Increase Target (5%) 520	Parent Attendance Documented Increase Target (5%) 546
District Expulsion Data	2016-2017 (Local Data) 81 Students	District Expulsion Rate Reduction Target (10%) 73 Students	District Expulsion Rate Reduction Target (10%) 66 Students	District Expulsion Rate Reduction Target (10%) 60 Students

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 **6.1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ Specific Student Group(s) _____
Location(s)	☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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.	Define and promote VVUHSD expectations for staff, students and parents. Investigate support programs to support costumer service expectations and continue to use CSSS and CSPS data to guide the direction of classified professional development in customer service	Define and promote VVUHSD expectations for staff, students and parents. Investigate support programs to support costumer service expectations and continue to use CSSS and CSPS data to guide the direction of classified professional development in customer service

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$0	Amount	$0	Amount	$0
Source		Source		Source	
Budget Reference	See Goal 5, Action/service 5.4	Budget Reference	See action/service 5.4	Budget Reference	See action/service 5.4

Action **6.2**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ Specific Student Group(s) _____
Location(s)	☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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.	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.	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.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$22,120.00	Amount	$22,120.00	Amount	$22,120.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Resource 0400 Object 5840 Mgmt LC06	Budget Reference	Resource 0400 Object 5840 Mgmt LC06	Budget Reference	Resource 0400 Object 5840 Mgmt LC06

Action **6.3**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ Specific Student Group(s) _____
Location(s)	☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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.	District divisions and schools sites will establish committees and conduct committee meetings to review and update protocols and procedures on an annual basis. Stakeholders will provide input to ensure equity and compliance for all federal, state and district policies.	District divisions and schools sites will establish committees and conduct committee meetings to review and update protocols and procedures on an annual basis. Stakeholders will provide input to ensure equity and compliance for all federal, state and district policies.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$0	Amount	$0	Amount	$0
Source		Source		Source	
Budget Reference	See Goal 1, Action/services 1.7 & 1.14 See Goal 5, Action/services 5.4	Budget Reference	See Goal 1, Action/services 1.7 & 1.14 See Goal 5, Action/services 5.4	Budget Reference	See Goal 1, Action/services 1.7 & 1.14 See Goal 5, Action/services 5.4

☐ New ☐ Modified ☒ Unchanged

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 ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

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
- Increase pupil attendance by .5%
- Reduce the number of suspensions by 3%
- Increase of graduation rate by 3%
- Reduction in the Dropout rate by 2% for high school
- Reduction in the Dropout rate by .5% for high school
- Increased sense of well-being for students

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
PBIS Implementation Data	Year 1 Cohorts = 1 Year 2 Cohorts = 2 Year 3 or 3+ Cohorts = 5	Year 1 Cohorts = 1 Year 2 Cohorts = 0 Year 3 or 3+ Cohorts = 7	Year 1 Cohorts = 0 Year 2 Cohorts = 1 Year 3 or 3+ Cohorts = 7	Year 1 Cohorts = 0 Year 2 Cohorts = 0 Year 3 or 3+ Cohorts = 8
California Healthy Kids	Key Indicators: School Engagements & support	CHKS Key Indicators Targets *School Connectedness (high)*	CHKS Key Indicators Targets *School Connectedness (high)*	CHKS Key Indicators Targets *School Connectedness (high)*

Survey 2016-2017	*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%	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%	Gr. 7=54% Gr.9=43% Gr.11=37% *Academic Motivation (high)* Gr. 7= 50% Gr.9=37% Gr.11=35% *Caring Adult Relationships (high)* Gr. 7=32% Gr.9=28% Gr.11=28% *High Expectations (high)* Gr. 7=54% Gr.9=51% Gr.11=41% *Meaningful Participation (high)* Gr. 7=18% Gr.9=15% Gr.11=16%	Gr. 7=55% Gr.9=44% Gr.11=38% *Academic Motivation (high)* Gr. 7= 51% Gr.9=38% Gr.11=36% *Caring Adult Relationships (high)* Gr. 7=33% Gr.9=29% Gr.11=29% *High Expectations (high)* Gr. 7=55% Gr.9=52% Gr.11=42% *Meaningful Participation (high)* Gr. 7=19% Gr.9=16% Gr.11=17%
Graduation Rate Indicator District-wide	2015-2016 (Cal. Sch. Dashboard) 82.8%	District Graduation Rate Target 87.8%	District Graduation Rate Target 92.8%	District Graduation Rate Target 97.8%
District Attendance Rate	2016-2017 (Local Data) 95.12%	Attendance Rate Increase Target 95.62%	Attendance Rate Increase Target 96.12%	Attendance Rate Increase Target 96.62%
District Chronic Absenteeism Rate	2016-2017 (Local Data) 7.05%	Chronic Absenteeism Reduction Target 6.05%	Chronic Absenteeism Reduction Target 5.05%	Chronic Absenteeism Reduction Target 4.05%
District Suspension Rate	2014-2015 (Cal. Sch. Dashboard) 14.5%	District Suspension Rate Target 11.5%	District Suspension Rate Target 8.5%	District Suspension Rate Target 5.5%
District Expulsion Data	2016-2017 (Local Data) 81 Students	District Expulsion Rate Reduction Target (10%) 73 Students	District Expulsion Rate Reduction Target (10%) 66 Students	District Expulsion Rate Reduction Target (10%) 60 Students
District High School Dropout Rate	2015-2016 (Dataquest) 21.1%	High School Dropout Rate Reduction Target 19.1%	High School Dropout Rate Reduction Target 17.1%	High School Dropout Rate Reduction Target 15.1%
Middle School Dropout Rate	2015-2016 (Dataquest) 2%	Middle School Dropout Rate Reduction Target 0%	Middle School Dropout Rate Reduction Target 0%	Middle School Dropout Rate Reduction Target 0%
OMS Parent Attendance Data – Site Parent Centers	2016-2017 (Local Data) 449 Parent/Guardian Attendees	Parent Attendance Documented Increase Target (5%) 472	Parent Attendance Documented Increase Target (5%) 520	Parent Attendance Documented Increase Target (5%) 546
California School Parent Survey 2016- 2017	Key Indicators: (agree/strongly agree) School is a safe place for my child.	California School Parent Survey Key Indicators Targets *School is a safe place for my child.*	California School Parent Survey Key Indicators Targets *School is a safe place for my child.*	California School Parent Survey Key Indicators Targets *School is a safe place for my*

	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%	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%	MS= 86% HS= 92% *School has adults that really care about my child.* MS=89% HS=87% *School treats students with respect.* MS=93% HS=89% *Harassment or bullying of students* (somewhat a problem, large problem). MS=35% HS=23%	*child.* MS= 87% HS= 93% *School has adults that really care about my child.* MS=90% HS=88% *School treats students with respect.* MS=94% HS=90% *Harassment or bullying of students* (somewhat a problem, large problem). MS=3534 HS=22%
California School Parent Survey 2016-2017 (Strongly Agree/Agree)	1. Promotes Academic Success for all = 89% 2. Student Respect = 88% 3. Clear Communication = 94% 4. Parent Input = 84% 5. Schls Clean/Maintained = 88%	California School Parent Survey Results Targets 1. Promotes Academic Success for all 90% 2. Student Respect 89% 3. Clear Communication 95% 4. Parent Input 85% 5. Clean/Well Maintained 89%	California School Parent Survey Results Targets 1. Promotes Academic Success for all 91% 2. Student Respect 90% 3. Clear Communication 96% 4. Parent Input 86% 5. Clean/Well Maintained 90%	California School Parent Survey Results Targets 1. Promotes Academic Success for all 92% 2. Student Respect 91% 3. Clear Communication 97% 4. Parent Input 87% 5. Clean/Well Maintained 91%

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 **7.1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ All ☐ Students with Disabilities ☐ Specific Student Group(s) _____
Location(s)	☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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	Employ a Director of Comprehensive Student Support to review student suspension and expulsion, 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	Employ a Director of Comprehensive Student Support to review student suspension and expulsion, 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

collect/review a variety of data related to LCAP.	collect/review a variety of data related to LCAP.	disproportionality issues with targeted groups and collect/review a variety of data related to LCAP.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$0	Amount	$0	Amount	$0
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action **7.2**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ Specific Student Group(s) _____
Location(s)	☐ All schools ☒ Specific Schools: GEC ☐ Specific Grade spans: _____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Develop a General Education Diploma (GED) program.	Develop a General Education Diploma (GED) program.	Develop a General Education Diploma (GED) program.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$0	Amount	$0	Amount	$0
Source		Source		Source	
Budget Reference	See Goal 7, Action/service 7.1	Budget Reference	See Goal 7, Action/service 7.1	Budget Reference	See Goal 7, Action/service 7.1

Action **7.3**

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

Students to be Served: ☐ All ☐ Students with Disabilities ☐ Specific Student Group(s) _____

Location(s): ☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served: ☐ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services: ☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
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.	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.	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.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$20,000.00	Amount	$20,000.00	Amount	$20,000.00
Source	Title I (District)	Source	Title I (District)	Source	Title I (District)

Budget Reference	Resource 3010 Other services 5808 Mgmt LC07	Budget Reference	Resource 3010 Other services 5808 Mgmt LC07	Budget Reference	Resource 3010 Other services 5808 Mgmt LC07

Action **7.4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ Specific Student Group(s) _____
Location(s)	☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continue to employ a Public Engagement Information Manager.	Continue to employ a Public Engagement Information Manager.	Continue to employ a Public Engagement Information Manager.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$89,628.00	Amount	$89,628.00	Amount	$89,628.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Resource 0400 Classified Supervisor 2313 Benefits 3XXX Mgmt LC07	Budget Reference	Resource 0400 Classified Supervisor 2313 Benefits 3XXX Mgmt LC07	Budget Reference	Resource 0400 Classified Supervisor 2313 Benefits 3XXX Mgmt LC07

Action **7.5**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ Specific Student Group(s) _____
Location(s)	☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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.	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. The 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.	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. The 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.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$0	Amount	$0	Amount	$0
Source		Source		Source	
Budget Reference	See Goal 7, Action/service 7.1	Budget Reference	See Goal 7, Action/service 7.1	Budget Reference	See Goal 7, Action/service 7.1

Action **7.6**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ Specific Student Group(s) _____
Location(s)	☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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.	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.	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.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$10,000.00	Amount	$10,000.00	Amount	$10,000.00
Source	Title I (District)	Source	Title I (District)	Source	Title I (District)
Budget Reference	Resource 3010 Instructional Supplies 4310 Other Services 5886 Mgmt LC07	Budget Reference	Resource 3010 Instructional Supplies 4310 Other Services 5886 Mgmt LC07	Budget Reference	Resource 3010 Instructional Supplies 4310 Other Services 5886 Mgmt LC07

Action **7.7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ All ☒ Students with Disabilities ☐ Specific Student Group(s) _____
Location(s)	☐ All schools ☒ Specific Schools: AHS, SHS, VVHS ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Develop an open choice transition program for Special Education students ages 18-22 to continue with life skills and job skill training	Develop an open choice transition program for Special Education students ages 18-22 to continue with life skills and workability training.	Develop an open choice transition program for Special Education students ages 18-22 to continue with life skills and workability training..

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$0	Amount	$0	Amount	$0
Source		Source		Source	
Budget Reference	See Goal 1, Action/service 1.15	Budget Reference	See Goal 1, Action/service 1.15	Budget Reference	See Goal 1, Action/service 1.15

Action **7.8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ Specific Student Group(s) _____
Location(s)	☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Develop grant writing consultant opportunities to secure funding for additional support services for students and parents and for safety.	Develop and maintain grant writing consultant opportunities to possibly secure funding for a grant writing position. The position will seek to secure continued funding for additional support services for students and parents and for safety.	Develop and maintain grant writing consultant opportunities to possibly secure funding for a grant writing position. The position will seek to secure continued funding for additional support services for students and parents and for safety.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$20,000.00	Amount	$20,000.00	Amount	$0
Source	LCFF	Source	LCFF	Source	
Budget Reference	Resource 0400 Other Services 5808	Budget Reference	Resource 0400 Other Services 5808	Budget Reference	

Mgmt LC07 | Mgmt LC07

☐ New ☐ Modified ☒ Unchanged

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 ☒ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

In light of the San Bernardino terrorist tragedy, students and staff have a heightened awareness of the need to stay informed and trained in the event of an emergency.

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 in safety drills and practices

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Safety Drill Data	2016-2017 (Local Data) UPS: 3 LOCKDOWN, 3 EARTHQUAKE, 3 FIRE GEC: 2 LOCKDOWN, 2 EARTHQUAKE, 2 FIRE CIMS: 2 LOCKDOWN, 1 EARTHQUAKE, 4 FIRE HMS: 1 LOCKDOWN, 1 EARTHQUAKE, 1 FIRE LLA: 1 LOCKDOWN, 1 EARTHQUAKE, 1 FIRE	Safety Drill Targets UPS: 3 LOCKDOWN, 3 EARTHQUAKE, 3 FIRE GEC: 2 LOCKDOWN, 2 EARTHQUAKE, 2 FIRE CIMS: 2 LOCKDOWN, 2 EARTHQUAKE, 4 FIRE HMS: 2 LOCKDOWN, 2 EARTHQUAKE, 4 FIRE LLA: 2 LOCKDOWN, 2 EARTHQUAKE, 4 FIRE	Maintain Safety Drill Targets UPS: 3 LOCKDOWN, 3 EARTHQUAKE, 3 FIRE GEC: 2 LOCKDOWN, 2 EARTHQUAKE, 2 FIRE CIMS: 2 LOCKDOWN, 2 EARTHQUAKE, 4 FIRE HMS: 2 LOCKDOWN, 2 EARTHQUAKE, 4 FIRE LLA: 2 LOCKDOWN, 2 EARTHQUAKE, 4 FIRE	Maintain Safety Drill Targets UPS: 3 LOCKDOWN, 3 EARTHQUAKE, 3 FIRE GEC: 2 LOCKDOWN, 2 EARTHQUAKE, 2 FIRE CIMS: 2 LOCKDOWN, 2 EARTHQUAKE, 4 FIRE HMS: 2 LOCKDOWN, 2 EARTHQUAKE, 4 FIRE LLA: 2 LOCKDOWN, 2 EARTHQUAKE, 4 FIRE

	AHS: 2 LOCKDOWN, 1 EARTHQUAKE, 4 FIRE SHS: 3 LOCKDOWN, 2 EARTHQUAKE, 1 FIRE VVHS: 2 LOCKDOWN, 1 EARTHQUAKE, 2 FIRE	AHS: 2 LOCKDOWN, 2 EARTHQUAKE, 2FIRE SHS: 2 LOCKDOWN, 2 EARTHQUAKE, 2 FIRE VVHS: 2 LOCKDOWN, 2 EARTHQUAKE, 2 FIRE	AHS: 2 LOCKDOWN, 2 EARTHQUAKE, 2FIRE SHS: 2 LOCKDOWN, 2 EARTHQUAKE, 2 FIRE VVHS: 2 LOCKDOWN, 2 EARTHQUAKE, 2 FIRE	AHS: 2 LOCKDOWN, 2 EARTHQUAKE, 2FIRE SHS: 2 LOCKDOWN, 2 EARTHQUAKE, 2 FIRE VVHS: 2 LOCKDOWN, 2 EARTHQUAKE, 2 FIRE
California Healthy Kids Survey 2016-2107	<u>Key Indicators: School Safety & Substance Abuse</u> *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%	CHKS Indicator Targets *School is perceived as very safe or safe* Gr. 7=65% Gr. 9=53% Gr. 11=53% *Experiences any harassment or bullying* Gr. 7=31% Gr. 9=24% Gr. 11=23% *Is afraid of being beaten up* Gr. 7=16% Gr. 9=10% Gr. 11=5% *Been in a physical fight* Gr. 7=11% Gr. 9=12% Gr. 11=8% *Seen a weapon on campus* Gr. 7=7% Gr. 9=9% Gr. 11=10% *Been drunk or high at school, ever* Gr. 7=>1% Gr. 9=5% Gr. 11=8%	CHKS Indicator Targets *School is perceived as very safe or safe* Gr. 7=66% Gr. 9=54% Gr. 11=54% *Experiences any harassment or bullying* Gr. 7=30% Gr. 9=23 Gr. 11=22% *Is afraid of being beaten up* Gr. 7=15% Gr. 9=9% Gr. 11=4% *Been in a physical fight* Gr. 7=10% Gr. 9=11% Gr. 11=7% *Seen a weapon on campus* Gr. 7=6% Gr. 9=8% Gr. 11=9% *Been drunk or high at school, ever* Gr. 7=>1% Gr. 9=4% Gr. 11=7%
California School Parent Survey 2016- 2017	<u>Key Indicators: (agree/strongly agree)</u> *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	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	California School Parent Survey Key Indicators Targets *School is a safe place for my child.* MS= 86% HS= 92% *School has adults that really care about my child.* MS=89% HS=87% *School treats students with respect.* MS=93% HS=89% *Harassment or bullying of students* (somewhat a problem, large	California School Parent Survey Key Indicators Targets *School is a safe place for my child.* MS= 87% HS= 93% *School has adults that really care about my child.* MS=90% HS=88% *School treats students with respect.* MS=94% HS=90% *Harassment or bullying of*

<table>
<tr><td></td><td>problem).
MS=37% HS=25%</td><td>problem).
MS=36% HS=24%</td><td>problem).
MS=35% HS=23%</td><td>students (somewhat a problem, large problem).
MS=3534 HS=22%</td></tr>
<tr><td>California School Staff Survey 2016-02017</td><td><u>Key Indicators: Staff Working Environment</u>
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%
<u>Key Indicators: Safety (agree/strongly agree)</u>
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%</td><td>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%</td><td>CSSS Key Indicator Targets
Is a supportive and inviting place for staff to work?
MS= 81% HS=90%
Promotes trust and collegiality among staff.
MS=67% HS=86%
Promotes personnel participation in decision making.
MS=81% HS=84%
Is a safe place for staff?
MS= 79% HS=95%
Is a safe place for students?
MS=84% HS=95%
Has sufficient resources to create a safe campus?
MS=46% HS=69%</td><td>CSSS Key Indicator Targets
Is a supportive and inviting place for staff to work?
MS= 82% HS=91%
Promotes trust and collegiality among staff.
MS=68% HS=87%
Promotes personnel participation in decision making.
MS=82% HS=85%
Is a safe place for staff?
MS= 80% HS=96%
Is a safe place for students?
MS=85% HS=96%
Has sufficient resources to create a safe campus?
MS=47% HS=70%</td></tr>
<tr><td>Safety Restraint Data</td><td>2016-2017 (Local Data)<table><tr><th></th><th>INCIDENTS OF RESTRAINTS</th></tr><tr><td>AHS</td><td>12</td></tr><tr><td>SHS</td><td>29</td></tr><tr><td>GEC</td><td>1</td></tr><tr><td>VVHS</td><td>24</td></tr></table></td><td>Safety Restraint Reduction Targets<table><tr><th></th><th>INCIDENTS OF RESTRAINTS</th></tr><tr><td>AHS</td><td>10</td></tr><tr><td>SHS</td><td>27</td></tr><tr><td>GEC</td><td>0</td></tr><tr><td>VVHS</td><td>22</td></tr></table></td><td>Safety Restraint Reduction Targets<table><tr><th></th><th>INCIDENTS OF RESTRAINTS</th></tr><tr><td>AHS</td><td>8</td></tr><tr><td>SHS</td><td>25</td></tr><tr><td>GEC</td><td>0</td></tr><tr><td>VVHS</td><td>20</td></tr></table></td><td>Safety Restraint Reduction Targets<table><tr><th></th><th>INCIDENTS OF RESTRAINTS</th></tr><tr><td>AHS</td><td>6</td></tr><tr><td>SHS</td><td>23</td></tr><tr><td>GEC</td><td>0</td></tr><tr><td>VVHS</td><td>18</td></tr></table></td></tr>
<tr><td>District Expulsion Data</td><td>2016-2017 (Local Data)
81 Students</td><td>District Expulsion Rate Reduction Target (10%) 73 Students</td><td>District Expulsion Rate Reduction Target (10%) 66 Students</td><td>District Expulsion Rate Reduction Target (10%) 60 Students</td></tr>
<tr><td>Facilities Data</td><td>2016-2017 (Local Data)
William Report Board Approval January 19, 2017
• Extreme Deficiencies: None Observed
• Good Repair Deficiencies:</td><td>• Maintain Facilities Williams Report Status for Extreme Deficiencies of “None Observed”
• Reduce the incidents observed of Good Repair Deficiencies to less than two</td><td>• Maintain Facilities Williams Report Status for Extreme Deficiencies of “None Observed”
• Reduce the incidents observed of Good Repair Deficiencies to less than one</td><td>• Maintain Facilities Williams Report Status for Extreme Deficiencies of “None Observed”
• Maintain the incidents observed of Good Repair</td></tr>
</table>

	• Section 3: Gym Gate damage repaired • Section 4: Stained ceiling tiles repaired • Section 6: Exterior wall paint/finish repaired.	sections.	sections.	*Deficiencies* to one sections.

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 **8.1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ Specific Student Group(s) _____
Location(s)	☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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.	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.	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

• 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. • Providing input on the planning and implementation of regular staff trainings on safety-plans district-wide.	• 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. • Providing input on the planning and implementation of regular staff trainings on safety-plans district-wide.	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 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.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$0	Amount	$0	Amount	$0
Source		Source		Source	
Budget Reference	See Goal 5, action/services 5.4	Budget Reference	See Goal 5, action/services 5.4	Budget Reference	See Goal 5, action/services 5.4

Action **8.2**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ Specific Student Group(s) _____
Location(s)	☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served	☐ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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.	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.	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.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$0	Amount	$0	Amount	$0
Source		Source		Source	T
Budget	See Goal 7, Action/services 7.1	Budget	See Goal 7, Action/services 7.1	Budget	See Goal 7, Action/services 7.1

Reference		Reference		Reference	

Action **8.3**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ Specific Student Group(s) _____
Location(s)	☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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.	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.	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.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$0	Amount	$0	Amount	$0
Source		Source		Source	
Budget	See Goal 5, Action/service 5.4	Budget	See Goal 5,	Budget	See Goal 5, Action/service 5.4

Reference		Reference	Action/service 5.4	Reference	

Action **8.4**

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ Specific Student Group(s) _____
Location(s)	☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
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.	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.	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.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$435,982.00	Amount	$435,982.00	Amount	$435,982.00
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Resource 0400 Judicial Services 5824 Mgmt LC08	Budget Reference	Resource 0400 Judicial Services 5824 Mgmt LC08	Budget Reference	Resource 0400 Judicial Services 5824 Mgmt LC08

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year	☒ 2017–18 ☐ 2018–19 ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds:	$ 15,421,787.00	Percentage to Increase or Improve Services:	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 (see instructions).

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.

Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary
Annual Update
Stakeholder Engagement
Goals, Actions, and Services
Planned Actions/Services
Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (http://www.cde.ca.gov/fg/ac/sa/)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- 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 data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", place a check mark next to "Limited to Student Groups".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check "Unchanged" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
    - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check "Unchanged" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

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

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR)* Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities**.** Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

A. The implementation of state board adopted academic content and performance standards for all students, which are:
    a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
    b. Mathematics – CCSS for Mathematics
    c. English Language Development (ELD)
    d. Career Technical Education
    e. Health Education Content Standards
    f. History-Social Science
    g. Model School Library Standards
    h. Physical Education Model Content Standards
    i. Next Generation Science Standards
    j. Visual and Performing Arts
    k. World Language; and
B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
B. How the school district will promote parental participation in programs for unduplicated pupils; and
C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

A. Statewide assessments;
B. The Academic Performance Index;
C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
E. The English learner reclassification rate;
F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

A. School attendance rates;
B. Chronic absenteeism rates;
C. Middle school dropout rates;
D. High school dropout rates; and
E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

A. Pupil suspension rates;
B. Pupil expulsion rates; and
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
B. Programs and services developed and provided to unduplicated pupils; and
C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

A. Working with the county child welfare agency to minimize changes in school placement
B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

A. Local priority goals; and
B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

(1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

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